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ABSTRACT

Students and teachers in the adult basic education unit of the Lutheran Settlement House Women's Program were actively involved in production of a student newsletter. A review committee of adult students and teachers was formed to perform editorial planning and control functions. Three editions of the newsletter were produced with features designed to motivate student writing and to promote student commitment to the shared community goal of individual educational achievement. The audience consisted of students enrolled in the adult basic education courses offered at the Women's Program; the newsletter was also effective for publicity and fundraising purposes. Over 90 students contributed individual articles that were published in the newsletter; many other students participated in group writing projects. Both students and teachers participated in evaluation of the newsletter through surveys and direct interviews. Student surveys revealed that many students read all or some of the newsletter, commented positively on the issues, and provided new ideas for topics. (Appendixes include the following: publicity for a "name the newsletter" contest; correspondence to and activity sheets for teachers; newsletter submission comment sheet; and copies of the three issues of the newsletter.) (YLB)

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ED 373 176

Newsletter Promoting Student Learning and Student Community

Final Report

98-3018

Fiscal Year: 1992-1993

Grant Amount: 5,000.

RECEIVED
AUG 25 1993
BUREAU OF ADULT BASIC AND LITERACY EDUCATION

Pennsylvania State Department of Education
Division of Adult Basic and Literacy Education
333 Market Street
Harrisburg, PA 17126-0333

Lutheran Social Mission Society
Lutheran Settlement House
Women's Program
1340 Frankford Avenue
Philadelphia, PA 19125

Amelia Belardo-Cox — Director, Lutheran Settlement House Women's Program

Meg Keeley — Education Coordinator, LSH Women's Program

Daryl Gordon — Curriculum Developer, LSH Women's Program

DATE COMPLETED: June 30, 1993

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ABSTRACT PAGE

Title: Newsletter Promoting Student Learning and Student Community

Project No.: 98-3018 Funding: $5,000.

Project Director: Amelia Belardo-Cox Phone No.: (215)426-8610

Agency Address: Lutheran Settlement House Women's Program
1340 Frankford Ave., Philadelphia, PA 19125

Description: The student newsletter was produced through the active involvement of students and teachers in the adult basic education classes of the Women's Program. A review committee composed of adult students and teachers was formed to perform editorial planning and control functions. Three editions of the newsletter were produced with features designed to motivate student writing and to promote student commitment to the shared community goal of individual educational achievement.

Objectives: To develop, produce and distribute a student newsletter for the dual purpose of improving student writing skills and strengthening a sense of community among basic education students for higher student retention rates.

Target Audience: The audience for the newsletter consisted of students enrolled in the range of adult basic education courses offered at the Women's Program. The newsletter has also been effective for publicity and fundraising purposes.

Product: A newsletter was produced in three editions.

Methods of Evaluation: Both students and teachers were involved in the evaluation of the newsletter through surveys and direct interviews in order to: 1) provide on-going improvement of the newsletter and 2) increase its effectiveness as a learning and motivating tool.

Findings: The newsletter project accomplished three main objectives: 1) it provided students with a motivation to increase their writing skills 2) it provided students with a motivation to develop critical reading skills while reading interesting and relevant material and 3) it increased students participation and leadership in the program.

Conclusions: The newsletter was a successful project which met its goals and objectives. Over 90 students contributed individual articles which were published in the newsletter; many other students participated in group writing projects. Student surveys revealed that many students read all or some of the newsletter, commented positively on the issues, and provided new ideas for topics such as: more about how to deal with children, upcoming events in Philadelphia, abuse, teenage parents, childcare, and recycling.

Descriptors: (To be completed only by AdvancE staff)

Introduction

The Lutheran Settlement House Women's Program is a multi-faceted social service agency which has provided education, counselling and employment services to women, men, and children in the Fishtown/ Kensington section of Philadelphia since 1976. The goal of the Women's Program is to offer the tools for empowerment and self-sufficiency targeting low-income and minority women. The student body is approximately 25% men, 75% women; multi-racial, 31% white, 41% African-American; and 27% Hispanic; and reflects a wide age range.

Since 1979, the education program has been partially funded by the Pennsylvania State Department of Education. This funding has enabled the program to offer education classes to those students who lack a high school diploma and to offer tutor training for those who want to become tutors. Approximately 1,100 students a year attend education classes at the Women's Program and approximately 75 obtain their high school equivalency diplomas each year.

The newsletter project provided the opportunity for students of diverse cultures and backgrounds to share their ideas by discussing, reading, and writing about community issues. In addition to being a vehicle for learning writing skills, the newsletter served an important function by strengthening the student community and commitment to achieving their educational goals within that community.

Furthermore, the newsletter provided motivation for beginning readers to read interesting and relevant articles about their own community written by students just like themselves. The three issues of the newsletter provided articles about important issues such as: returning to school as an adult, problems in drug recovery, raising children, domestic violence, neighborhood issues, black history month, and the celebration of holidays in different countries. Also, the newsletter provided important learning about the political process. A group of students in a class located in a homeless shelter wrote a letter to the newly elected President Clinton which was sent to The White House in addition to being published in the newsletter. The second edition of the newsletter published the reply from President Clinton. Lastly, the newsletter provided some fun and light reading in the form of a Dear Abby column which was enthusiastically written and responded to by different groups of students.

Student participation in the newsletter project had four main benefits: 1) students improved in writing skills and wrote more often. 2) students increased in self-esteem and felt better about their writing because other students were so interested in their ideas 3) students increased their commitment to achieving educational goals - particularly the GED writing skills test and 4) students took on a greater degree of leadership through evaluating, choosing, and writing articles for the newsletter.

Objectives

GOAL: To develop, produce and disseminate a student newsletter that would improve student writing and foster a sense of community at the Lutheran Settlement House Women's Program.

Objective 1: To develop and produce 3 issues of a student newsletter. Three issues of the newsletter were developed and produced and are attached as an appendix.

Method 1: Publicize the forthcoming newsletter among students through flyers and announcements in classes. The newsletter was publicized through flyers for a "Name the Newsletter" Contest. This flyer is included in the appendix section.

Method 2: Establish guidelines for submission of articles. A list of guidelines for submission was established in coordination with students and teachers and distributed to students participating in the evaluation and selection of articles for the newsletter.

Method 3: Create a review committee of students and staff. The review committee was composed of a different adult basic education class for each issue of the newsletter. The class, with facilitation by the teacher or curriculum developer, divided into small groups and read each article submitted for the newsletter. Then, using the guidelines for submission of articles to rank each article, the group developed a title for the article, and wrote suggestions for improvement to the author, when appropriate.

Method 4: Assist students with editing articles. Editing assistance was provided by teachers before students submitted the articles for inclusion in the newsletter.

Method 5: Review articles with the committee and select articles to be published. As discussed in method 3, groups of students ranked and made selections of articles to be included in the newsletter.

Method 6: Lay out the newsletter on the computer. Cameron Voss, one of the two curriculum developers on this project, laid out the newsletter using the Macintosh Ready, Set, Go desk-top publishing program.

Method 7: Print and reproduce the newsletter. Three issues of the newsletter were printed, reproduced, and distributed to students and staff.

Objective 2: To disseminate the newsletter among students and utilize it as a way to teach reading and purposeful writing. This objective was achieved through the following methods:

Method 1: Distribute the newsletter in classes. The newsletter was distributed to classes in December 1992 and March and June 1993.

Method 2: Read and discuss the newsletter articles in class. The curriculum developers distributed an activity sheet to teachers to provide discussion, reading and writing ideas for using the newsletter in class. These activity sheets are included in the appendix section.

Method 3: Create a feedback section in which students can write about previous articles they have read and discussed. A survey was created and included in the newsletter to encourage students to comment on articles and suggest topics for further newsletter articles. A survey was also developed and distributed to teachers to assess whether the reading level was appropriate for students, as well as to assess interest and develop new topics for further editions of the newsletter.

Procedures

The curriculum developers began the publicity for the newsletter project when classes began in September. Teachers were asked to announce the newsletter in their classes and ask students to write articles about their goals for returning to school and what it is like to return to school as an adult. Also, students were asked to participate in a "Name the Newsletter" Contest. Many individual students and classes submitted ideas for a newsletter name. A pre-GED class came up with the prize-winning title, "Never Too Late."

As articles for the newsletter were received by students and teachers, the curriculum developers sought to create an editorial board to review and select articles. They found that, despite their interest, it was difficult for adult students to commit time to this project along with all their other commitments. Therefore, the curriculum developers used a different ABE or GED class as the editorial committee for each session of the newsletter. This provided the class with interesting reading and an opportunity to learn about the editing process. The first class which served as the editorial committee devised a list of "What Makes Writing Good." which was used as the foundation for a newsletter submission sheet which students used to rank and select articles for inclusion in the newsletter.

The curriculum developers typed and laid out the articles and had the newsletter professionally printed. An activity sheet with suggested reading, writing and discussion activities as distributed to each teacher along with copies of the newsletter. Three issues of the newsletter were printed in December 1992, March 1993, and June 1993.

Each issue of the newsletter had a central topic, although the newsletters contained a variety of topics reflective of student interest. The first newsletter, with the theme of returning to school as an adult, contained student-written stories about the rewards and problems of returning to school. The issue also contained a profile of Veronica Franklin, the recipient of the Student of the Year Award; a letter to President Clinton from an ABE class located in a shelter; a profile of two tutors; a group writing project from a class providing advice about returning to school; and a Dear Abby section. The theme for the second newsletter was Black History and Women's History Months and the issue provided a number of

articles about these topics and others as well. The third issue's theme was the year in review and this issue was published in June and distributed at the Annual Graduation and Awards Ceremony held at Philadelphia Community College. The theme of this issue dovetailed perfectly with this event which celebrates the accomplishments of all Women's Program students throughout the year. This issue contained articles written by many different ABE and GED classes about their accomplishments during the year.

Evaluation

The newsletter included a student survey portion in which students were asked to comment on articles and suggest new topics. The student evaluation accomplished three main objectives: 1) it provided the curriculum developers with continuing feedback about the newsletter, 2) provided students with a motivation to read and critique the articles and 3) increased students sense of ownership and leadership of the newsletter. Teachers were asked to evaluate the newsletter in order to assess whether the reading level was suitable for most classes and what articles were most interesting to students.

Conclusion

The newsletter was a successful project which met its goals and objectives. Student surveys revealed that many students read all or some of the newsletter and commented positively on the issues. Many students provided new ideas for topics which often generated new articles. Topics which were suggested for the newsletter included: more about how to deal with children, upcoming events in Philadelphia, abuse, teenage parents, childcare, and recycling. One student wrote the following about the newsletter: "This newsletter I think is great and keep up the good work. Hopefully I will get a chance to participate in it."

Many teachers reported spirited discussions about a number of the newsletter articles. Articles about domestic violence, raising children, and relationship problems, Black History Month, and the Dear Abby column seemed to initiate the most discussion in classes. Most teachers commented that the reading level was appropriate for their classes, although it was difficult for some Beginning Literacy or ESL classes. One teacher commented, "My class thought it was great. They really enjoyed reading the stories."

Although many students submitted a diverse assortment of articles, the major problem in this project was getting enough submissions by the deadline. Many teachers commented that they spent little classroom time on writing projects. To resolve this situation, the curriculum developers sometimes conducted writing exercises for submissions for the newsletter. Both curriculum developers feel that a larger project which allowed time for writing activities in the classroom to develop submissions for the newsletter and staff development for teachers on writing instruction would be strongly beneficial.

Dissemination

The newsletter was disseminated to students and teachers through classes at the Women's Program and off-site locations. Dissemination to other agencies will occur through conferences and ADVANCE. Also, the newsletter has been disseminated in public relations efforts in order to educate the public about the work of the Women's Program.

Appendices

I. Publicity for Name the Newsletter Contest

II. Activity Sheets for Teachers (3)

III. Newsletter Submission Comment Sheet

IV. Copies of Newsletter (3)

Name the Newsletter Contest

FUN!

NEWS!

STUDENT WRITINGS! INTERVIEWS!

GOSSIP!

RECIPES!

ADVICE!

The Women's Program will be producing a student newsletter this year with student writings, articles about issues of concern to students, an advice column, and interviews with Women's Program staff. It will be a great newsletter, but we have no idea what to call it!?!? You can help through this Name the Newsletter Contest. Write your idea for the newsletter's name in the space below along with your name and class. If your suggestion is chosen, we will give you credit in the first newsletter.
We also need:

A drawing for the front cover

(If you're an artist, we need your talent! Drawings should be in black ink on white 8 x 11 paper, so we can copy them.)

More stories/writings/articles

(If you do writings for your class and want to see your writings in print, this is your opportunity!)

All names, drawings, and writings are due by October 22. Give them to your teacher or bring to the Education Office on the 3rd floor.

Newsletter Name:_____

Your Name:_____

Class Day and Time:_____

Teacher's Name:_____

September 18, 1992

Dear Teacher:

We have received a grant which will allow us to produce three editions of a student newsletter. The newsletter is a great opportunity for your students to see their writing in print! We need your help to get student writings and input for the newsletter. Right now, we need writings for the first edition which will focus on returning to school as an adult. Please ask your students to write about one of the following topics:

1. What are your goals for coming to the Women's Program?

2. What goals have you achieved since you started classes here? What other goals do you have? (for returning students)

Submissions for the newsletter do **not** need to be revised or gramatically correct. Rough drafts are fine. Let students know that if they submit writings, they might be printed in the newsletter. They shouldn't give you these writings unless they will allow them to be printed. If students don't want their names to be printed, they should put an x through it and we'll print the writing anonymously. Please put all writings in Daryl or Cameron's mailbox **by October 1**.

If you receive other writings now or during the year which students would like to submit for the newsletter, please put them in our boxes behind the desk on the third floor. We are looking for writers for a

1. Dear Abby column
2. Horoscope column
3. ??? Other ideas from students

If you have a student(s) interested in writing columns, talk to one of us.

Thanks for your help,

Daryl and Cameron

December 7, 1992

Dear Teacher:

Here are copies of the first of three editions of the Education Unit Newsletter "Never Too Late." Please distribute a copy to each of your students. If you need more copies, they'll be in the Education Office.

The focus of this newsletter is students' goals and feelings about returning to school. Please take time to read and discuss some of the writings in the newsletter. A number of the articles would be great writing starters. **Also, let students know that any submissions will be considered for the next newsletter which will come out in March. We need new articles and are ready to accept them immediately!**

Some ideas for class projects:

1. Have students read Veronica Franklin's success story on p. 2. Discuss what barriers kept her from attending school and how she overcame the barriers. Have students interview each other and write success stories about each other. Or have students write a newspaper article about where they expect to be in five or ten years.

2. Read the letter to President-elect Clinton on p. 3. and make a list of the issues in the letter. Have students make a list of the issues which are most important to them and write letters to Clinton or other politicians individually or as a class.

3. Read "Advice from the Afternoon Class, 1991" and have the class list other things they wish they had known before coming to classes at Lutheran. Write a letter to new students giving them advice.

4. Read "Describe the Perfect Male" on p. 8 and discuss the questions after it. Have students write their own story about how the expectations for men and women are different in relationships or the expectations they have for their own children or grandchildren.

5. Read the writings of the ESL students on p. 9. Make a list of the different countries the students come from. Identify the countries on a map. List how ESL students' goals are similar or different from their own.

6. Read the Dear Abby letters on pp.10 and 11. Ask students if they agree with Abby's advice. If not, have them write in why they think her advice was wrong and we'll print it in the next newsletter. Also, students can write their own (real or fictional) letters to Dear Abby. You might have students write letters and exchange them with each other, so another student can write Abby's response.

Whenever your students do writings, please encourage them to submit them for the newsletter. Any submissions can be given to Daryl or Cameron. The next newsletter will focus on Women's History Month and Black History Month. Students can select someone in history to write about or they might want to write an autobiography or a biography of someone who's been important to them or to their community. Also, please have students fill out the short survey on p. 13 and return them to Cameron or Daryl.

Thanks,

Daryl and Cameron

Dear Teacher:

Here it is! The second edition of the newsletter hot off the presses! Check it out! You'll find pages of student writings about Black History Month, Women's History Month, a Dear Abby section with questions about depression and AIDS, and a Focus on Neighborhoods corner on p. 6. Also, some stories about how Easter is celebrated in different countries. Page 7 has an exciting response from President Clinton to the PEC class's letter which was printed in the last issue! Page 19 has letters from two different tutors about their experiences. And page 11 has a letter from a student who writes about her comments about domestic violence and her attendance at a Domestic Violence Training.

Some ideas for using this issue in your classes. You might have students choose a favorite article and write a letter to the author. For instance, a student might write to Alan Chestnut ("My Neighborhood", p. 6.) about his comments on his neighborhood. Clinton's letter to the PEC class might inspire students to write their own letters to Bill, Hilary (about health care reform), or Socks (about cat gossip?)! Also, we need more writings to Dear Abby. Students can write a letter and then exchange with someone else in the class (or in another class) to write the response. Our focus for the last issue is the year in review, so writings about students' progress and changes during this year would be great.

Remember, we really need student writings for the newsletter and it's a great opportunity for students to share their writings with others. So, please, take at least half of one class session to encourage students to do some writings for the next newsletter.

Daryl and Cameron

Newsletter Submission
Comment Sheet

Part I

Answer yes or no for each category. Give 1 point for a "yes"; 0 points for a "no". When you're finished, add all the points for the total score.

Does the reader express the main idea at the beginning? _____

Does the beginning capture your attention right away? _____

Is the topic interesting? (Does it hold your attention?) _____

Is the writing easy to understand (clear, makes sense?) _____

Is it organized? (introduction, body, and conclusion)? _____

Does the piece seem honest? _____

Is most of the grammar correct? (Keep in mind that pieces will be edited for grammar and spelling.) _____

Total _____

Part II

Think about the main idea of the piece. Choose a **short** title which expresses the main idea **and** grabs the readers' attention.

_____

Part III

What suggestions would you give the writer to improve this piece?

_____

_____

_____

Never Too Late

The Newsletter of the LSH Women's Program Education Unit

Issue Number 1
December, 1992

Lutheran Settlement House
Women's Program
1340 Frankford Avenue
Philadelphia, PA 19125
(215)426-8610

From the desk of the Director. . .

This Fall has been an exciting time for the Women's Program with over 500 students joining us. Whether getting ready for your GED, preparing to enter training, improving study skills, or reading and becoming 'math wise' - ***welcome!***

At the Women's Program we know it's not easy to attend classes - home and/or work schedules have to be juggled, personal time has to be found in order to study, and some things may have to be put off until later. With responsibilities like family, home and job, it takes a lot of courage, strength and determination to complete your education. But, *it can be done* - as over 500 previous graduates can tell you! And, you don't have to stop with your GED. The Women's Program can help you go on to higher education or training which can lead to a successful career, with upward mobility, good benefits, and greater financial independence.

Secondly, on those days when you may not feel like coming to class or when things become overwhelming and you wonder if your efforts are really worth the trouble, I would like to share the following information. In a 1991 study conducted by Wider Opportunities for Women it was found that 45% of children whose mothers attended an adult basic education class received better grades as a result of the mother's participation in an educational program. And further findings indicated that over a lifetime a high school drop-out earned almost $146,000 less than a person with a high school diploma.

Finally, as the Women's Program enters its 17th year of service to the Philadelphia community, I want to welcome you to the program. To all of you who are returning - ***we missed you!*** And, to those of you who are new - ***thanks for joining us!*** It's going to be a *GREAT* year!

Carol Goertzel, Director

Never Too Late, Issue Number 1

Welcome to the first issue of the Lutheran Settlement House Women's Program's student newsletter! The purpose of "Never Too Late" is to enhance reading, writing, and critical thinking skills while building up a sense of student community at the LSH Women's Program, both on and off-site.

Three issues of this newsletter will be published during this year. This issue focuses on why people are returning to school and what their goals are. In these pages you will find many articles written by people who attend GED, Pre-GED, Literacy, and English as a Second Language classes at the Lutheran Settlement House Women's Program. The March issue will focus on Black History Month and Women's History Month. We will publish articles on these themes and on other topics on students' minds. The third issue will be a year in review and will be published shortly before the graduation and awards ceremony in June.

Teachers, please read articles from this newsletter in your classes and use them to spark discussion or to lead to writing exercises. For example, read the story of Veronica Franklin on page 2 and then have students write their own success stories. Encourage students to write in responses to what they read. We will print letters in the next newsletter.

Thanks to everyone who submitted articles to the newsletter. We got so many articles that we could not print all of them. Many thanks to Cameron Voss's Tuesday and Thursday afternoon class and to Terry O'Keefe, Debbie Herling, and Vanessa Candelaria, the VISTA workers in the Education office, who evaluated the articles and decided what would be included in this issue. Cameron's class also wrote most of the "Dear Abby" responses. We also congratulate Peg Bernstein's Monday and Wednesday morning class for thinking of the newsletter title "Never Too Late."

Carol Goertzel and Meg Keeley helped review the issue prior to publication. "Never Too Late" is funded by a Section 353 grant from the Pennsylvania Department of Education. We thank them for their support and encouragement. Printing was done by Packard Press.

For the next issue, a different class will serve as the editorial board to select articles to print in "Never Too Late." Anyone else interested in writing articles for the next issue or in helping to put Issue Number 2 together should contact Cameron Voss or Daryl Gordon in the Education Unit.

A True Success Story: Veronica Franklin

by Daryl Gordon

Every student who comes to the Women's Program is a success, having made the decision to pursue his or her dreams by coming back to school. Each year, the Women's Program has the opportunity to nominate one special student for a "Student of the Year Award." This student has overcome special difficulties to pursue her or his education. This year we are honored to be able to nominate Veronica Franklin for the Student of the Year Award.

People sometimes say that there aren't enough heroes or heroines in our world today. The dictionary defines a heroine as "a woman noted for courageous and daring acts." Although few people know her story, Veronica Franklin is a heroine in the truest sense of the word.

Veronica is a fighter who has battled tremendous odds to attain her GED, enter Community College, and provide a stable home for her children and herself. People often told her that she wouldn't make it, that she would never win against the odds of poverty, racism, drug addiction, and homelessness. But again and again, Veronica proved that she was stronger than all of the difficulties she faced in her life.

Veronica Franklin grew up in a poor family with seven children in North Philadelphia. Although Veronica enjoyed school, she felt that she never fit in with the other children. She longed to be accepted by her schoolmates. In her senior year, she began to use drugs. Finally, she had found a way to be accepted. When she was using, the many difficulties of her family and her neighborhood seemed to melt away. It seemed as if the drugs "took away all the problems," although her problems had only begun.

Her life took a turn for the worse when her mother forced her to leave the house. At sixteen, young Veronica was out on the street with no home, no money, and no future. Unable to continue attending school, there seemed to be no answer to her growing problems - except for drugs. At that point, her drug use escalated and Veronica began a long and harrowing cycle of drug addiction which lasted seventeen years. Within those seventeen years, Veronica had two children to support which intensified her problems.

During those years, Veronica did the best she could to provide a stable home for her children, but it was impossible. As she said, "I just lived from pillar to post for years, shuffling from one shelter to the next." Veronica has been homeless, living in shelters or with relatives for the past eight years.

Finally in 1990, she entered People's Emergency Center, a shelter which provided her with support, counseling, and a stable place to stay. A counselor there encouraged Veronica to enter the Diagnostic Rehabilitation Center (DRC), a drug rehabilitation center, to seek help for her drug problem. Finally Veronica's life was stable enough for her to begin to achieve her many hopes and dreams.

She entered the LSH Women's Program's class at DRC and began to work on her GED. She studied hard, especially in math, her most difficult subject. In July 1992, Veronica finally received her GED diploma. In September 1992, Veronica entered Community College to pursue her major in Drug and Alcohol Abuse Counselling. She plans to be a counselor in order to share her strength with other recovering addicts. Veronica began school at the same time as her son Eric, who started at Kutztown State University with a full scholarship this year. Finally, after eight years of homelessness, Veronica will be moving into a house in December with her eleven year old daughter.

This is part of a speech Veronica gave at LSH Women's Program 1992 graduation ceremony: "I'm 17 months clean, and in those 17 months I've spent 15 months in a GED class at DRC. While it doesn't take some people that long to prepare and get a GED, it does for me. And if it does for you, I can only suggest that you give yourself that time. If anybody here doesn't have a GED or high school diploma, get it. It's never too late to learn."

November 23, 1992

Dear President-elect Clinton,

We are a group of women in the First Step Program held at the People's Emergency Center, a shelter for homeless women with children in Philadelphia. Some of us have subsidized housing and are returning to the People's Emergency Center to get more study skills and job training. We cover everything in our Study Skills class from complex math to politics. That's why we decided to write you about some issues that concern your presidency. We certainly hope that you personally take the time to read and respond to our letter, which includes some key issues in this country.

Education is an important part of our children's lives. We are glad that there are efforts to make high quality education available for everyone. We appreciate the choice of uniforms in public schools because they make children feel equal and save the parents money. If students spend time thinking about clothing and jewelery it can take away from their education and even lead to their death. We recommend that teachers be trained not only in academic subjects, but also in areas such as how to be more creative and attentive to our children's needs in the classroom, as well as on school grounds. Teachers need to learn to recognize when children have problems and be involved with more than just teaching.

There should be a better health care plan for everyone in this country. It should be an affordable plan. The medical assistance plan helps people who are on public assistance, but for people who are not on public assistance or for employed people who have no medical coverage, health care could be federally funded. If there were more government funding, people would be able to go see a doctor and then maybe people wouldn't be dying off so fast from AIDS and other diseases.

At the People's Emergency Center, many of us learned a lot from a workshop called DATE (Defeating AIDS Through Education). There should be more money for educating people about AIDS. There should be more laws protecting people who are infected with AIDS from discrimination. We could use more money for AIDS research and less for weapons.

Drugs have become a major problem in the world today. Due to the use of drugs, some people are homeless, children are being neglected, and people are dying. The crime rate has increased a great deal throughout the United States. Drugs are like a plague. It doesn't discriminate. It affects all human walks of life. Understanding that this is deteriorating the society from infants to the elderly, more funded programs are in demand now. Some of these programs should be research centers, recovering and educational facilities for families, and a strong task force set up all over the United States. We believe that if all of these organizations were strongly supported on a financial, social, and united racial level, we could definitely win this war on drugs.

We have a solution to help cure this housing and homelessness problem in the United States. We need more low-income housing. Programs could be enacted to revitalize abandoned homes. The residents could participate in the renovation of these homes. This way, individuals who cannot afford mortgages could use this labor as a down payment. This could also help the homeless in helping themselves become responsible productive members of society.

We would like to express some of our views concerning jobs and welfare. First of all, we think that there are not enough jobs or job training programs with affordable child care. There should also be more access to grants and affordable loans for people who cannot afford training. There are too many able people on welfare. Maybe if we had more jobs with benefits better than welfare benefits, then people would be more interested in working. We need more unions and more well paying jobs, not just minimum wages.

In conclusion, Mr. President, we have done only what we know to do and that is to come directly to the person who just may be able to at least take some of the weight of worry off our shoulders. But it is very important for you to understand that we know and realize that you are not God so, therefore, you are not perfect. We are primarily asking for your assistance as well as your attention to the problems at hand. We ask that you keep your campaign promises. Be as honest with the American people as possible and be stern in your decision-making process. We are very appreciative of the time and attention that you have given us by reading and hearing our concerns that have been written in this letter. Feel free to write or phone us back with a response as it may be needed. Again, thank you for your time.

Yours truly,

The women of the Study Skills Class in the Parent and Child Education Program and the First Step Program at the People's Emergency Center

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The LSH Women's Program Study Skills class at PEC recently wrote this letter to Bill Clinton as a group project. They are now waiting for an answer. If Clinton responds, we will print his response in the next issue of "Never Too Late."

Goals, Feelings, and Thoughts About Education

It's Been 20 Years

by Kitty Morrison

I'm a new student here. I came back to school to get my GED. It's been 20 years since I've been to school and I'm sorry I didn't do this when I had the chance. I'm a recovering drug addict and now I have a chance to straighten out my life and do something positive with it.

I would like to finish my GED and go on to college for a CAC to work in the drug and alcohol field, or something toward that, but I know I would need a high school diploma.

Returning to School

by Lucy Colon

The reason why I shouldn't feel guilty about coming to classes is because I've always been there for my children through good and bad times. I must say I've done a wonderful job. I've been a good mother and a good teacher to my children.

Now it's time to finish my education. It's something I've always wanted to do but put off so I could take care of my children. When I start to feel guilty if something went wrong I remind myself that it's impossible to feel guilty about everything. It's not like I'm out going to parties or out having a good time with friends. I'm all my children have. Education is important to make it in this world today.

Hard Times

by A Classmate

My life as a child was really hard to deal with. I learned that my mother and father were killed, so as a child I began to do a lot of things for love. I drank a lot and used drugs at a very early age. I stopped going to school and began to have children.

My life got real bad at this point. Drugs took me from one point to another in my life. I lost a lot of things in my life: my children, my home, and most of all my self respect. I became a bum, hopeless and helpless with no direction in life. I had nothing else to live for.

I thought I was going to die using drugs. My life was centered around drugs and only drugs. I didn't care about anything or anybody but drugs. I remember praying and asking God to please help me because I just didn't want to die. I wanted to live and become somebody, be a mother to my children. God answered my prayers. Thank God for saving my life. I remember trying to get carfare to Eagleville Hospital. I will never forget my aunt because she helped me get to Eagleville. She helped save my life. I stayed at Eagleville for 45 days and then it was time for me to go. I was really scared leaving there. I went to another program in West Chester with my son. We stayed 16 months and again it was time to go.

Today I have 24 months in recovery. I have my children and a home. I'm trying to get my GED to be a better person in life. My life is so great today. Times can be so hard but they do get better. See, today I know to keep going and not let go. Thank God for another day. I couldn't have done it without Him.

Resolutions

by Kathy McMonagle

My short term goals are to learn math, prepare for my GED, and find an apartment. My long term goals are to further my education, be self supporting, be independent, live alone, and be happy.

Classroom Likes and Dislikes

by Phyllis Ijagbemi

What I like about being in class here is getting to meet and know people, where they come from, their background, culture, their likes and dislikes, and how life has been treating them in general.

What I dislike is when class is in progress and someone tries to interrupt the teacher and distract others from paying attention to hear what she has to say. We are all here to accomplish the same thing, so we should try to live up to what is expected of us.

I have learned to have more confidence in myself and to speak up in a crowd. My goal for the class and the future is to get my GED and go further with my nursing course.

My Diploma

by Sharon Tilghman

My reason for coming back to school is to get the piece of paper that I was supposed to get nine years ago. I'm here now, I'm just sorry it took so long. I feel very good about myself. Nothing can stop me, and nothing can stand in my way. My goals for the class are to study hard and give it all I've got so I can pass the tests and get my GED and be on my way to provide a good future for my children.

Becoming a Police Officer

by Carmela Macker

I like being in class here. I get along very well with my teacher. She has taught me to concentrate on writing, especially on how to use punctuation. I had a problem with using too many commas and also with using too many apostrophes. Now I know better, thanks to her.

I like the fact that when the class talks about something we can all be relaxed enough to laugh together.

The only thing I dislike is that my days were switched from Monday and Wednesday to Tuesday and Thursday.

I have taken several tests so far. It seems like every time I get to Temple I start getting too nervous. My goals for the class are to be able to graduate with everyone else and to be able to afford a class ring.

My goal for the future is still the same, to become a police officer. I just hope everything goes as scheduled. But like my teacher said, "What if..." Well, I haven't really thought about the "What if." I'm just hoping for the best and trying to make it on top! We'll have to wait and see.

Let's Give Tutors a Hand: They Deserve It!

by Daryl Gordon and Gloria Ortiz

Many tutors volunteer their time to help out someone who needs a little extra work in reading, writing, or math. Some tutors work with a teacher in a class, others work with an individual or a small group of learners. Many tutors are present or former students who find that tutoring helps them to reinforce their own skills while teaching someone else. The Women's Program gives a big thank you to all the tutors who give their time to help others! Here are two stories by present Women's Program tutors. If you see them in the hall, make sure to thank them for the important work they do!

George Moebius: *My first encounter with the Lutheran Settlement House was when I was a student trying to receive my GED. Upon receiving my GED, I found that I didn't want to leave school. My teacher suggested that I inquire about becoming a tutor. I wanted to give others the assistance they needed with math skills. It was decided that I should tutor in math.*

My first tutoring session was an experience that I will always treasure. I was very nervous when I met my first student and he seemed tense, too. I began to talk about sports so we could get to know each other and establish a friendly relationship. I was able to help him with the skills he needed in math. The feeling of enjoyment I received that day is very memorable. Ever since that day, I have continued tutoring and consider doing so to be one of the most important accomplishments of my life.

Marie Schwarzl: *The most important thing about tutoring isn't knowing more than your student. Nor is it being supremely up to date on the latest research into successful teaching methods. Neither is it keeping strict control of the tutoring session. The most important thing about tutoring is patience. Patience with both your student's need to rebuild a tattered self-image and patience with your student's speed at learning all the new things she or he is trying to learn.*

My first rule is that none of my students are allowed to call themselves "stupid" in any way, shape, or form. I explain this emphatically and repeatedly, softened with a touch of humor. Repetition is necessary, as so many grew up hearing, "You're so stupid!" so often from family, friends, or teachers at school, that they believe it themselves.

You can be a volunteer tutor, too! You don't need your GED, but you do need a real willingness to help others and patience. If you are interested in being a tutor, please call Gloria Ortiz at 426-8610 about attending a tutor training. So, reach out and teach someone by becoming a tutor today!

Advice from the Afternoon Class, 1991

This will not be like school was before. You will learn at your own rate and learning will be your responsibility. You can take your time, step by step. There's no time limit.

Don't put yourself down because nobody knows everything. No matter what your learning ability may be, Lutheran Settlement House makes the difference. The most important thing you can do for yourself is to come to class every time and never give up. Keep coming back.

All the services at the Women's Program are free. Welfare will pay for transportation, childcare, and the G.E.D. testing fee. Some child care is available at Lutheran for children younger than five. Many SEPTA lines come close to LSH. For information, call SEPTA at 580-7800.

Wear comfortable, casual clothing to class. All you need to bring is paper and a pen. The other students will welcome you. You will learn from each other. We are students of all ages, from 17 up, all races, sexual orientations, women and men. If you think you can't learn, try Lutheran!

Goals, Feelings, and Thoughts About Education

Homeless But Not Hopeless

by Marae Bostic

Thank God for Trevors Place.

It is a shelter where you receive help to get your life in order. Trevors has many benefits to help those who cannot help themselves right now.

There are basic life skills which help you to get your family and self in tune with each other. Bringing a family closeness makes us responsible as adults.

There are GED, nutrition amd parenting classes, to name a few. We are in close contact with staff members here (social workers, resident counselors, director, assistant director and cooks) who give us their full support.

We have mediation if things get to be a bit too much for us to handle.

With the help we receive it encourages and makes us independent so we can get in the mainstream of life again.

Yes, we are homeless but we're not helpless.

I Like Being Here

by Bunnie Steiner

I like being here in class because it is very convenient with its hours and days. It is only 2 1/2 hours and it gives me something to work on while I am home with nothing to do. I also like it here because I can take my time learning.

I haven't accomplished anything yet. When I finish here, I will have my education completed for now.

My goals for this class are to keep coming and try my best to learn the things I need to know to prepare me for the test. After I get my GED, I want to go to a training school so I can become something. As of now, I don't know what kind of career I want.

Living A Better Life

by Angela Leverence

I like being back in school only because I know I am bettering my future for my girls and myself. Without this, I would remain on Public Assistance the rest of my life and its not any kind of life for my girls and myself. Also it keeps me out of trouble and away from the drugs, for an idle mind is the devil's workshop. Keeping busy is what's kept me clean for almost two years so far.

I have learned that it's a lot more work that I anticipated but if I put my mind and heart into it, I can do anything.

For my future I'd like to be a paralegal, something I know I would enjoy. Also, the money isn't so bad. I also want to stay drug free and become a better parent to my beautiful girls. I plan on being in class on time and getting the most out of school I can possibly get. I want a better life and future.

I know it's not handed to you or anyone. It has to be worked for. I've been used to getting what I wanted. Now things are different. I have to work for what I want. But I still am going to get what I want with a whole lot of my own hard work.

GED Recipient Praises LSH

by Veronica Murray

The school I go to is called LSH. I started in October of '91. I have learned a lot about myself and others.

The teachers are very good; they put a lot of time into getting you ready for the GED tests. They work on your math, your writing, and so on. You feel like you can do anything every time you pass a test. I should know because I just got my last score back and I got my GED! You work hard, but it's worth it.

As time passes you see yourself going on to bigger and better things. The more you learn, the more you want to learn. I was thinking about going into child care at one time, but now I don't know.

I like being with people and helping them, so maybe I will stay at LSH for this year and help all the people who need it.

My Future

by Anna Iwer

I came back to school because I want a better education, and to know that I can do it.

I feel that I can make it. I know I can get my GED. I am 53 years old but I can still learn.

After I get my GED I am going to go to another school for medical technician and then I will hopefully work in a hospital or a doctor's ofice.

My son that lives with me is 30 years old, and a high school graduate. He is so glad I decided to further my education that he said he will help me any way he can, both here and when I go on to my next learning challenge.

Goals For the Future

by Genoa Jones

What is my short term goal today? My short term goal is to finish school and to get the trade I want and to go on to be somebody.

My long term goal is to become a computer operator and to work in one of the office buildings in Center City, making my own money, providing for my family, living in a nice home and driving my own car once again.

Smoke Free Building Helps Student

by Darlene Irby

What do I like about being in class here? I like the fact that I am now in the basement and do not have to walk up three flights of stairs.

I also appreciate that there is no more smoking in the building. I am one who used to smoke. It is difficult to remain smoke free, but with it not being permitted in the building it is a big help.

Staff and Students Celebrate Learning

by Cameron Voss, Lillian Metzcher and Rita Cole

Staff and students from LSH attended a Celebration of Learning as part of the Mayor's Commission on Literacy's Literacy Month. The event took place on September 21 in the lobby of the Free Library of Philadelphia at Logan Square.

Six learners from Philadelphia area literacy programs shared their goals and successes and during the Open Mike section of the program, many other learners briefly shared their goals.

Rita Cole and Theresa Colomy, students at LSH, both shared their goals. Rita's goal is to get her GED and Theresa's goal is to be a full time tutor or teacher. Rita, Theresa, and other learners contributed writings to the "Wall of Success Stories."

The Ruth Yudof Memorial Award was presented to Helen Andrews of the Upper Room Baptist Church for her warm and caring service in adult literacy. Several people from the LSH Women's Program have won or been runners up for this award in past years, including Carol Kallas, Lillian Metzcher, Daryl Gordon, and Gloria Ortiz.

Tutor and student Lillian Metzcher enjoyed "meeting other people and listening to them talk about different things like how they started back to school and why they want to learn to read."

Alice Redman felt that one highlight for her was Charlotte Blake Aston, a story teller who used rhythmic speech, drums, and different voices to tell the story of a very large turnip. The story emphasized that determination is important if you want to reach your goals. Lillian said that the story teller "had everybody on their toes, and she really got the point across."

Music was provided by a band from the High School of Performing Arts.

A sign language interpreter signed the whole ceremony for the deaf people in the audience.

Refreshments after the ceremony included cheese, ham, roast beef, crackers, dip, grapes, fruit punch and more.

Graduation/Awards Ceremony Committee Report

A committee of students in classes at the Lutheran Settlement House Women's Program and staff from the Education Unit has met three times so far this year to talk about how students can be involved with planning the annual graduation and awards ceremony which takes place on a Thursday night early in June.

We are currently trying to decide where to have the ceremony. We want to have it all in one location so that the ceremony can end and the celebration can begin immediately afterwards in the same building. We are considering sites that are affordable, in neighborhoods safe for everyone, and that can hold three hundred people.

We are also seeking suggestions of caterers, if we hold the event at a place that will allow us to bring in our own caterer.

We would like the event to be nice, but at the same time have the tickets be affordable so that people can bring their families.

Anyone with information (including cost) about different halls and caterers should either come to the next student committee meeting or contact Cameron Voss, Gloria Ortiz, or Lydia Morales at 426-8610.

In order to put on the graduation/awards ceremony, we must raise some money. Already this year we have had a breakfast sale and a bake sale, but we know we will not be able to raise enough in this way. Some fundraising events to look forward to are: a raffle beginning in January, a roller skating party for students and their children, and a bake sale during the evening classes.

Our goal is to have one representative from each class, on and off-site, at each committee meeting. Attendance at the meetings has been low, and no student has made it to all three meetings.

Watch for signs for the student committee meetings. If you cannot attend the meetings, speak to your teacher or contact Cameron, Lydia, or Gloria in the Education office at 426-8610. If we do not see more participation at these meetings, the committee may stop meeting formally.

If you are interested in helping raise money for the graduation and awards ceremony, or in helping to make arrangements for the ceremony and reception, fill out this slip, cut it off, and give it to your teacher to give it to Cameron in the Education unit.

Name _____

Address _____

Phone _____

Teacher and class time _____

Goals, Feelings, and Thoughts About Education

Robyn

by Rose Kalpokas

At first I felt guilty about coming to classes only because I would have to leave my daughter Robyn who is three years old, probably because I never really left her before. I do not feel guilty about furthering my education. When I came to register I took Robyn with me, not knowing you had to take a two hour test. I was told to take her upstairs to the daycare. I panicked inside, thinking about how she won't stay because I was leaving her or because she didn't know anyone. Well as soon as I opened the door she started to play and seemed to be content, which made me feel a lot better. It is now five classes later and Robyn looks forward to going to the daycare. I am looking forward to getting my GED.

Recovery

by Anonymous

I am a recovering addict. Today I have a lot of goals I would like to accomplish. Coming to LSH is giving me a chance to build my self esteen up and also helps me feel better about myself to be able to keep reaching higher and higher for better things. I want to accomplish my GED to become a drug and alcohol counselor and to further my education. Right now I have to work on one goal at a time. Another goal for me is to be the best mother I can to my children. I have already accomplished some goals. I have come so far. And I'm real proud of the things I have done.

Goals

by Kathryn Kulpa

My short term goal is to get my GED so I can get a better start in life. After I get my GED I would like to go to school for hairdressing so I can get a better job than I have now.

Describe the Perfect Male

by Sally Pierce

He has only lived at my house on Salmon St. for just a short time. I have learned and grown to love him and answer to his beck and call. He is so perfect in everyway. To show him the right way and not the wrong way. To be there whenever he needs me. To listen to whatever he has to say. To do my best to answer all his questions the right way not the wrong way. To be the perfect male walking on the face of the earth today. To be gentle and kind, loving, listen when called. To be well educated and out spoken and not to let people walk all over him or use him for their needs. To be a storng person and not to be weak minded. To be the perfect male, and husband and father in the future. I guess you know who I am talking about. If not, he is my grandson.

Questions to think about and write about:

What do you think makes up the perfect male? Is there one? How can we teach a young boy to be a perfect male? Can anyone really live up to these expectations? What are the qualities that make up the perfect female? How are they the same as and different from the perfect male? Write your own story about how the expectations for women and men are different in a relationship.

The Future

by Joan Hamilton

I would like to accomplish from September to December a better skill in my math, a better understanding of what I am doing and better reading comprehension skills. I would like to go down for my GED when I have more confidence in myself, and then I would like to work with little children who have a learning disability.

Not Guilty for Going to School

by Janice Estabrook

I should not feel guilty about coming to class because I am trying to make a better life for me and my children so that we could have a more secure future for all of us. I try to let my children know why I'm going to classes so they understand and realize how important an education is so that they don't have doubts about their education. Even though they are young I think they understand a little bit of what I'm doing and why. My children look up at me as a role model. I think if they see me going to school they will want to go too because they want to do what I'm doing. My children have no father around them so they depend on me for everything and if I can't give them what they need,who can?

My New Life

by Debra Pieffer

I came back to school to learn what I did not learn when I was in school, and to learn what I never got to learn. I want to get my GED. I feel good about being in school and I can't wait to get to work on studies. My goal for the class is to do the best that I can do and also to learn from others and to help others with what I know. I want to pass my GED test and then go to school for computers and then to work. I want to work with computers, get off welfare and be my own person.

Going to School

by Terry Babardo

I hope to get extra help with my school work to accomplish at least 8 grade level by the end of the year. And then by the next 3 years I hope to get my GED.

Setting Goals

by Sheila Hanratty

My goals are to get my GED from Lutheran Settlement House and to graduate and walk down the aisle in a cap and gown. I would like to get a good job that pays good money and had good benefits.

So far my achievements are that I have gotten better in math and reading. I am learning how to read out loud. That is very good for me because I do not like to read out loud. I have a little more confidence in myself.

English as a Second Language

Many students at the Women's Program come back to school to get their GED or to learn to read, write, and do math better. Other students come here with the goal of learning to speak and understand English. Students at the Women's Program come from all over the world. Some of the students who come to learn English come from Puerto Rico, the Dominican Republic, Poland, Yugoslavia, Columbia, Albania, Israel, Brazil, and Nicaragua. They bring with them a different language, different holidays, and a different culture.

Imagine being in a different country where you can't understand the language people speak on the street or on the TV. Imagine not being able to ask for directions, call 911, or ask where the bathroom is because you don't know the language. People who come here from other countries are confronted with the difficult task of learning to speak and understand English. As you read about their goals, you may find that their reasons for continuing their education are not very different from your own.

Learning English *by Atel Farah*

My goals for learning English are:

1. to continue my specialization.
2. to read English books.
3. to watch TV in English.
4. to get a job.
5. to get a drivers' permit
6. to make more friends.
7. to send letters to my friends.
8. to be able to call the police in an emergency.
9. to do my shopping.

Goals *by Carmen Wanda Gonzalez*

I'm here in this class to learn English. I need it for communication to other people and in case of an emergency. I need to study for my future, for my life, so that I won't depend on my family. After I can speak a lot of English, I want to study and get a job like secretary or nurse. Later, I'd like to get married.

Being a Diesel Mechanic *by Luis Tapia*

I'm very interested in learning English because I would like to understand it and speak if very well. I'm sure that I have to take a long time, but if someday I learn very well, my goal will be to study to be a diesel auto mechanic. In this way I will know all the parts of one truck or a car and I will teach to my son all the good things that I learn. I think this will be a good job. For now the job I have is good enough.

Coming to America *by Phuong Do*

I am from Viet Nam. I came to Philadelphia in May '92. I didn't speak any English. I didn't have work. Now I must go to English class. I want to speak, write, and listen in English. My teacher is Sandy. She is very good. My class began September '92. In my class there are other students from Mexico, El Salvador and other countries.

Now, I am happy. I have a job. I am a mechanic. I am working four days a week, forty hours. My company is on Aramingo Street.

A Teacher Learns English *by Slavica Djordjevic*

I'm a teacher from Yugoslavia. I understand the English language. I can't speak English very well. I like practicing my English, making friends, and feeling happy. I love the United States and I want to speak very well.

Dear Abby,

Dear Abby,

I am writing to you to ask for your help. I'm in my fifties but very strong and healthy. I worked in a company for twenty years but they went out of business. I'm a very hard working and responsible person. I do my job right and I learn very fast. I know I can do a good job if they give me a break. But when I go to fill out the application they see me like an older person. Can you tell me what I can do to show people all my qualities?

Signed, Your Friend

Dear Friend,

You should write a resume and show them that. That should help you to get the job. It is illegal to discriminate against someone because of their age, so don't let yourself be turned away without letting them see what a good worker you are.

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Dear Abby,

I am a single parent, the mother of eight children and fourteen grandchildren. I'm 57 years old. I dropped out of school when I was 14. I was promoted to the 7th grade, but at that time when you had a baby, education was out of the picture.

But now I am back in school. I've been going to Lutheran Settlement House for about three years. It's hard trying to learn at an older age, but I've made up my mind that with the help of God and the teachers I am going to reach my goal. If not this year, there will be others. I won't give up. I've come too far to stop.

I want to help work with people who are like me, trying to better their education and get along in this world. Without that GED you can't get a job any more. I hope someone will read this and understand what I am saying.

Signed, Sincere

Dear Abby,

I am a fifty-three year old woman with three grown children. I never graduated from high school but I want to further my education now that I have the time. My question is, do you think that I waited too long to make this decision? In other words, am I too old to think of this now?

Signed, Confused

Dear Sincere and Confused,

I don't think that either of you waited too long to make this decision. You're not too old to get an education. Your children are grown and you can concentrate on your education now. It is really good to hearthat people, no matter what their age, want to return to school, learn as much as they can, and receive their GED. By being there you are helping your classmates, because if you can do it so can they. Don't give up. You can make it. Keep up the good work, and good luck to both of you!

•••

Dear Abby,

My son and his girlfriend broke up in July and their son is 1 year old. Both our families are planning separate birthday parties but there is one small problem I need your help in resolving. My son's ex-girlfriend has invited me to her party and her new boyfriend, who I feel very uncomfortable around, will be there. Please tell me how to resolve this.

Sincerely, Distraught Grandmother

Dear Distraught Grandmother,

You are not going to the birthday party for your son's girlfriend or her new boyfriend! You are going there for your grandson, so even if you just go there to put in an appearance, I'm sure the baby would be really glad to see you.

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More Dear Abby

Dear Abby,

I wanted to write and talk to you. I have a problem. I think my boyfriend is seeing someone else. I know he loves me and he's honest with me as far as I know, but he's been acting funny toward me lately. He is always around me but just the way he acts he makes me wonder. Should I confront him with it or wait and see if he tells me?

Signed, Confused and Desparate

Dear Confused and Desperate,

Maybe he's having other problems. You should have a talk with him but don't accuse him of anything. If he's seeing someone else and you confront him, he's not going to admit it. Ask him why he's acting funny and find out what the problem is before you start worrying about it.

•••

Dear Abby,

In today's world, how do you start dating, considering the epidemic of AIDS?

Signed, Concerned

Dear Concerned,

Very carefully! Get to know the person first. Try to find out as much as you can about the person. Don't be so fast to take new people to your bedroom. Take your time.

Be sure to learn as much as you can about AIDS and how it can be transmitted. Get an AIDS test if you think you have reason to. If you have questions about how AIDS is transmitted or about AIDS testing, call the Philadelphia AIDS Hotline at 732-2437.

•••

Dear Abby,

My husband never hits me but he makes me feel bad about myself and doesn't give me any freedom. Is this normal?

Signed, Wondering

Dear Wondering,

Sorry to hear about your problem. It may not be hard to solve. You say he doesn't make you feel good about yourself. That's your job, not his. You have to feel good about yourself before anyone else will. Once that's done, then you will be able to tell him that everyone needs freedom. You're not some animal in a cage. Don't be afraid to speak your mind.

If speaking your mind really is not possible, you may have deeper concerns about your relationship. There are many types of abusive relationships. Some people say "Well, he doesn't hit me so I must not be abused." Some people say, "Well , he never uses a weapon on me so I must not be abused." Whenever you are wondering about something it means that you are in search of further information. If you would like more information about abuse or domestic violence or if you would like to talk to someone confidentially about your situation, call one of the domestic violence hotlines: Domestic Abuse Hotline - 739-9999 or Linea Directa Para Mujeres Maltradas - 235-9992.

Write your own Dear Abby question!
It may be printed and answered in the next issue of "Never Too Late." Give questions to your teacher.

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Special Days

The Birth of My Son

by Tony Colomy

It all took place on September 30, 1986, at 7:00 a.m. when my wife was experiencing contractions. We immediately called her doctor and he told us to meet him at the hospital. I immediately gathered things together and rushed my wife to the hospital to get her checked out.

The doctor looked at both of us and said "Are you ready to have a baby?" I was so filled with joy that the day had come for us to be a family. We were now going to leave the hospital as three.

As they were getting Bernadette ready I was sitting in the hospital room just thinking about what we were going to have but the main thing that was on my mind was if the baby was going to be healthy.

Then the nurse came in and said my wife wanted me. She was in so much pain that I wished that it was me on the bed instead of her. I just didn't like to see her go through that.

The doctor came in later and said that he was going to check her, and when he did all we heard was "Rush her to the delivery room."

The baby's head was right there. A nurse came in and said "are you ready Mr. Colomy, 'cause this is it" and I was so nervous. We entered the room and Bernadette kept pushing hard and then it happened: the birth of a beautiful 71/2 lb. baby boy who was as healthy and who became Tony Scott Colomy, Jr.

I Need That Piece of Paper

by Fatima Aguilar

I like this program because I learn a lot, like how to speak and write a little better in English.

I am from Nicaragua. I speak Spanish and I did not go to school for English. I just learned from reading and talking and now this class. I don't like to read out loud because I can't say some words. I am going to need help with that.

I have already taken four GED tests. I need to go for math. I hope to go soon because I need to get another job, or go to school to be a teacher. I do work with kids right now but I need that piece of paper to make more money.

(Editor's note: In late November, Fatima Aguilar passed her math test and received her GED!)

What I Want From My Life

by Marcela Valentine

I want to finish my GED and get a training in computers. I want to find a good job and pay all my debts. After that I want to travel to a different country. I want to go to school to learn how to decorate cakes and learn to make all kinds of cakes.

My Brother

by Dawn Montgomery

A very special day in my life was when I found out that my brother was going to live.

One day my brother was out having some fun and he got into an argument with some guy. They started fighting and the guy pulled out a knife and my brother had no idea and he stabbed him and then the fight ended.

My brother got into his car and started driving around with his friends. His friends noticed that my brother was bleeding so they took him to the hospital. The guy stabbed him in the lungs and punctured his lung. My brother was in bad shape.

He passed away for a few minutes and they brought him back. Those few minutes were the scariest few minutes in my life. But when they brought him back that was the most special day in my life.

She Did It Herself

by Mary Brandenburg

A special day in my life was the night I went into the hospital to have my son. I was so scared and happy at the same time. They told me that his heart wasn't beating, so I had to have an emergency C-section. They put me asleep and when I woke up they told me that I had a baby boy. I was so happy that I started to cry. I wasn't able to see him that night, but when I woke up, he was at the bottom of my bed. He was so cute and adorable. I could not believe that he was my baby. I felt relieved that it was all over. Even today, I can think back and remember that day that I first saw him. I will always remember that day, because that was a very special day in my life.

Getting My Life Organized

by Michelle McKnight

My short term goal in life is to do my best and learn as much as I can in the time that I have. I also want to succeed in my GED, try to score high on the testing, and really remember what I learn here. I would like to work on getting my own place some day.

My long term goals are to be the best mom that I can to my daughter, to give her all my love and time and always be there for her. I want to go to college to be a veterinary technician or for fashion. I want to be very successful in life and earn money so I can give my child Amanda everything in the world so she will never be deprived of anything. I would also like a mountain house and a car.

Child Care Gets A Facelift

If you haven't had an opportunity to see the beautiful new childcare center on the second floor of the Lutheran Settlement House, take a look because things have really changed. The childcare staff has painted and rearranged so that there is more playroom for children.

The nursery has been redecorated and a reading corner has been added for older children. There are new toys, puzzles, and some "make-believe food" which looks good enough to eat. Also, the childcare staff gives a warm welcome to Debbie Gray, a new staff member.

Volunteers Needed to Work with Victims of Domestic Violence

The Lutheran Settlement House Women's Program is offering free Volunteer Counselor/Advocate Training through the Bilingual Domestic Violence Project.

The 40 hour comprehensive counselor/advocate training will be offered over 7 consecutive Saturdays beginning on Saturday, February 6, 1992, from 10 am to 4 pm at the Lutheran Settlement House Women's Program at 1340 Frankford Avenue.

For more information or to register, call Carrie Lees at 426-8610.

This is your chance to give us some feedback on what you thought of Issue Number 1 of "Never Too Late." After you have read through the newsletter, please take the time to fill out this comment sheet. When your are finished with it, please cut it out on the dotted line and give it to your teacher, who will give it to Cameron or Daryl.

How much of "Never Too Late" did you read? (circle one)
all some not much

Did you enjoy the newsletter? (circle one)
yes it was OK no

What was your favorite article? _____

What was your least favorite article? _____

Were the articles about topics that interested you? yes no (circle one)
If you answered "no" to this question, keep in mind that many of the newsletter articles were written by students. If there is a topic that interests you, consider writing about it yourself!

What topics would you like to see articles written about in the future?

_____

Other comments?

_____

THANKS FOR SHARING YOUR FEELINGS ABOUT "NEVER TOO LATE"

LUTHERAN SETTLEMENT HOUSE
WOMEN'S PROGRAM

1340 Frankford Avenue Philadelphia 426-8610

ADULT EDUCATION

* Education Classes: Literacy, Adult Basic Education, GED Preparation, English as a Second Language
* Registration for classes on a monthly basis. Call 426-8610 for information.
* Off-site classes at community organizations, shelters, workplaces
* Training: Tutor Training, curriculum training on-site and city-wide, staff development
* Tutoring
* Educational counselling
* Special activities for increasing career options, leadership, cultural enhancement, student recognition
* Curriculum development
* Referral services

BILINGUAL COUNSELING AND BILINGUAL DOMESTIC VIOLENCE PREVENTION AND INTERVENTION PROGRAM

* Hotline: 24 hours a day, 7 days a week, English and Spanish

Domestic Abuse Hotline: 739-9999
Linea Directa Para Mujeres Maltradas: 235-9992

* Counselling: group and individual, long and short term, crisis, drug and alcohol, therapeutic, clinical, incest, battered/formerly women, support groups
* Teen-At-Risk: Counselling in area high schools for those designated at risk: crisis, life skills, educational, vocational and career counselling
* Training:40 hour Counselor/Advocate Training, training for institutions, government, medical community, clergy
* Outreach: Intake/referral in different targeted multi-cultural areas of the city, Linea Directa: targeting Hispanic women and their families
* Community Education Workshops for agencies, organizations, and situations
* Advocacy with systems and institutions on behalf of domestic violence victims/survivors and their families
* Emergency referrals for food, fuel, clothing, housing and emergency shelters

EMPLOYMENT/TRAINING PROGRAM

* For information, contact Mary Brooks at 426-8610.
* Human Services Training
* PREP Program
* Referral to employment, training, pre-training, adult basic education, higher education
* Employability Skills/Pre-Training for homeless women in shelters

TEEN PARENT PROGRAM

* For information, contact Robin Ingram at 634-5120.
* Education: Adult Basic Education, GED, Life Skills, Parenting
* Training: employment readiness, placement in feeder programs, training programs, employment, internships
* Counselling/Case Management
* Special Activities: cultural, recreational, educational

CHILDCARE

* Childcare is provided to participants as needed

Never Too Late

The Newsletter of the LSH Women's Program Education Unit

Issue Number 2
March, 1993

Lutheran Settlement House
Women's Program
1340 Frankford Avenue
Philadelphia, PA 19125
(215)426-8610

From the Desk of the Education Coordinator

The month of April marks the end of my first year at LSH. As the "old year" ends, I'm reflecting on what I've learned this year and planning goals for the "new year."

I have to admit that when I first accepted this job, I was a little scared. Would people like me? Would I do a good job? It was a big change for me. I'd been at my last job for almost 7 years and I didn't know anyone at LSH. Also, I was a teacher before coming here. Could I be a good administrator? I guess we all experience these kinds of feelings when we take on new challenges in our lives.

Throughout this year, I've been learning a lot of new skills -- sometimes not as quickly as I'd have liked to! I've learned a lot about myself and my talents so I feel more confident about what I'm doing. I've also found out that getting to know, trust, and work with others as a team generally makes the job easier and much more effective (and fun). I've learned these things from your teachers, tutors, and Mary Taylor, the Teacher Supervisor. They have taught me so much about adult learning -- especially my own.

I'm saying these things to let you know that we're all in this together. We never stop learning -- that's the beauty and challenge of life. And isn't it funny that the things I was so worried about this time last year didn't turn out to be so horrible after all? And look at all I gained from taking the risk -- a new job, new friends, and lots of opportunities to make a difference here at LSH. I hope that you are learning the same things that I am.

As for setting goals for the coming year, I'd like your help. I'll be sending out a survey in the next few months. Please fill it out and let me know how we're doing and how you think we could improve. What you have to say about the Women's Program will have a big impact on how we plan for the next year. Like I said, we're in this together!

Meg Keeley, Education Coordinator

Never Too Late, Issue Number 2

This is the second issue of "Never Too Late," the newsletter of the Lutheran Settlement House Education Unit designed to enhance reading, writing and critical thinking skills while building up a sense of student community among our on-site and off-site classes. This issue's focus is Black history and Women's history. In the following pages you will find articles by students, many of which were written in February and March, months celebrating the history of African-Americans and Women.

Writing articles for publication is certainly a rewarding activity, but the purpose of this publication will only be fulfilled if classes read the newsletter articles in class, discuss them, and write their own stories in response to what they read in these pages.

We want to thank the people who took the time to fill out the evaluation of the first issue of the newsletter. It is important to us to get feedback from our readers to use when we put the next isues together. Please take a few moments to complete the evaluation of this issue, which you can find on page 9.

Thanks to all of the students, tutors, and staff who submitted articles to this newsletter. Thanks also to students from Rebecca Jordan, Peg Bernstein, and Daryl Gordon's classes, who worked on Dear Abby.

Meg Keeley, Mary Taylor, Peg Bernstein, Debbie Herling, Terry O'Keefe, Gloria Ortiz and Daryl Gordon reviewed the issue prior to publication.

"Never Too Late" is funded by a Section 353 grant from the Pennsylvania Department of Education. We thank them for their support and encouragement. Printing was done by Packard Press.

The third and final issue of "Never Too Late" will be published in May, shortly before the June 10 Awards and Graduation ceremony. For this issue, we are seeking writings from students who have been in our classes this year, reporting what they learned during the year and what goals they achieved. We will try to print as many of these "year in review" stories as possible.

For the third issue, Peg Bernstein's class will serve as the editorial board to select the articles to print in "Never Too Late." Anyone else interested in writing articles for the next issue or in helping to put Issue Number 3 together should contact the editors of "Never Too Late," Cameron Voss and Daryl Gordon, in the Education Unit.

February 1993: Black History Month

Malcolm X

by Crystal Dean

Malcolm X was born in Omaha, Nebraska. Malcolm was a very religious man whose beliefs were Black Muslim. Malcolm was very dedicated to propagating his ideas among the blacks.

He was raised in the ghetto like some people I know, for instance me. Malcolm had some good beliefs but I don't agree with them all. I don't like the fact of him being so prejudiced. Yes, I think that he was a prejudiced person. And yes, he did do a lot for some blacks.

But I think that it's whatever or whomever you believe that can make it work for you in life.

Black Girl

by Carolyn Jones
Reprinted from "This Is My Life," The Newsletter of the LSH Women's Program Employment Unit

a black girl who lives in a world of drugs, crime and violence
CAN OVERCOME THE DRUG DEALERS
drug dealers on the corners - sellin' to lil' children
- sellin' out of old abandoned houses that are dirty, filthy, and smelling
- and men and women turn their tricks in there
Wine bottles, beer cans, needles, and caps are all over the streets.
people sellin' the clothes off their backs
- and some mother trying to sell her children for "a hit"!
drug dealers ride around in expensive cars and gold chains
- trying to impress young girls!
drug dealers smooth talk young girls into a moment of luxury
- a ride in their car and a roll in their beds
young people sell drugs to make quick $
- people killing one another for no reason
elderly people scared that they may be robbed of their little money
young people getting killed
- for their gold, sneakers, and expensive coats
young people taking guns and knives to school
lil' innocent children getting killed for no reason at all
a black girl can OVERCOME these problems
- by walking away and staying in school to learn and get the education she needs to be successful

Queen Amina of Zazzau

by Phyllis Ijagbemi

In Africa women have always played a prominant role in the life of the community - socially, culturally, economically, politically, even militarily.

Women have never been in the background, contrary to popular opinion in the west.

There are many examples of women from various parts of the continent who had by hard work and quality of leadership led their own communities in times of real hardship.

Such a woman was Amina of Zazzau of Northern Nigeria who rose from obscurity to become the ruler of the most powerful Hausa state in the 17th century.

She came from a poor background. Her parents were extremely poor, but she was given a very good upbringing according to the standards of those days.

She began to show signs of leadership from her childhood and to say things that made elders look upon her as an unusual person even though she was a woman.

Eventually she became Queen of the state and she succeeded in expanding the state boundaries so much that no neighbor dared to attack her empire.

This is the story of a woman who became the founder of a powerful empire in the 17th century, the time that the first European settler came to America.

I Feel Good Saying What I Am

by a Student in an Off-site Education Class

I am a black woman who has a drug problem and I'm also HIV positive. It was seven years ago when I first learned of having the disease. At that time, people had no understanding or concern for people like me. This made me feel less than I had already felt.

As the years progressed, I now find that there are so many people who want to help me, that welcome me with all open arms. They show me that regardless of how I feel about what has happened to me, that there's no reason why I can't go on with my life. I have been in a Recovery House for men and women who are HIV positive and also suffer from addictions. Today I want to live. I feel good saying what I am. Because now I have a chance in life.

Women's Program Celebrates International Women's Day

Words in Progress

On March 8, the Lutheran Settlement House Women's Program celebrated International Women's Day with a fundraising event at the Academy of Natural Sciences called "Words in Progress: Reflections on the Advancement of Women."

The event included a reception featuring a display of photos of the history of the Women's Program, music by The Knife & Fork Band, and hors d'oeuvres.

The emcee for the program was Beverly Williams, an anchor from KYW television station, and speakers included Women's Program founder and former director Carol Goertzel, City Councilwoman Happy Fernandez, State Senator Allyson Schwartz, District Attorney Lynne Abraham, and Outstanding Adult Basic Education student Veronica Franklin.

A program booklet was printed to accompany the event. In the booklet, several students from Women's Program classes had writings published. These writings, many of which focus on the lives of students, their grandmothers, mothers, and daughters, are reprinted here.

My Children's Lives Differ From Mine

by Mary Cummings

I would like my daughters' lives to be different from mine in the way of sexual issues, schooling, and relationships. I would like for my daughters to be able to come and talk to me about sexual issues. I would like for them to know their different choices before they become sexually involved and have to face either keep it or kill it, like myself.

I prefer if they listen to me so they won't get stuck in a dead end relationship with numerous children and very little education. The only way I can see to try and stop that is to stress at an early age the importance of education and birth control if they have to be sexually active before graduation. I would like to stress how to stay in school even if you are expecting so you don't miss out on big events such as proms, graduation and class trips. I don't want them to have to go back and get a GED after their child is born, when keeping house and raising children. This can be troublesome and you need to be a strong woman and have a strong head to go further.

I hope and pray they differ from me in all these ways. But at the same time I pray they become just like me and be very strong and determined and do not turn to illegal substances for help like a lot of young women and mothers do.

The Struggle in My Daughter's Life

by Paula Smith

I have a pretty, eight month old girl. Her name is DeMeara. DeMeara has had an illness since day one. Her illness is Sickle Cell Disease. She has been taking medicine for the whole eight months. If she misses one day of medicine, DeMeara will have a relapse. She will be hospitalized for a week or two. I love her and her brother both the same, but she needs more attention because of the illness. There is so much love between us, to let her know that we or I will be there for her. If she takes her medicine every day, she will not get sick as much.

Life as a Woman

by Wendy L. Cameron

Thinking back to the time when my
grandmother was growing up,
I realize how times have changed.
I can see what my mother went through,
and how life for women has been rearranged.
Each generation had to fight hard to
get what they wanted in life.
To be doctors, lawyers and engineers,
not just a mother or wife.
And because of the struggle for women's equality,
things have certainly progressed.
And although even I have to struggle today,
I do have to struggle much less.
Because of my grandmother,
and all of the women before,
I have lots of opportunities
and can strive for even more.
Hopefully, my daughters will not have it so tough.
Maybe what my generation does will be enough.
And they can look back and see how hard we've tried.
How women have fought, and marched, and cried.
To make life better for the women of tomorrow.
And to let them know
that we have endured their sorrow.
And that just because they were not men at birth,
Doesn't mean that they are of less worth.

How Do You Hope Your Daughter's Life Will Be Different From Your Life?

by Gloria Bernard

Well if I had a daughter her life would be different because she wouldn't have to struggle as much as I did. My life was hard growing up; I had no family and I lived in a foster home for 15 years and then DHS placed me in a shelter. The name of the shelter is PEC and I have been here for almost two years. It is really hard moving from place to place. My daughter will always have love, a home, food to put in her mouth and if she has to struggle we will struggle together.

Raising Children Then and Now

by Bernetta Y. Cameron

Many things differ from when my mother and grandmother were my age. They both had children young, but I think I have it much easier than them. By them being raised in the South, in my opinion, they had it hard having to walk miles to the store for milk and Pampers, etc. even though the money for them was much more available. Raising children is much easier now because of the openness of this generation. Raising children is never gonna be uncomplicated, but I hope in generations to come raising children will be much easier and life will differ.

The Women in My Family

by Grace Hightower

Growing up I could remember my grandmother working. She also took care of the house. A lot of responsibility fell upon her although she was married. She cooked, cleaned house, wrote checks for bills, and made sure the children went to school. Today, she still does these things, but she doesn't work any longer.

My mother was also married and she worked too for a while. Her career came to an end and she became a homemaker. When her husband died she became a welfare recipient.

Me, I sat home and collected a welfare check until I became tired and decided I wanted more for myself and my children. I want to be responsible. Now I'm attending school so I can one day have a career.

I wouldn't want my daughter to follow my footsteps and become a welfare recipient also. I would hope that she goes to college, before she starts her family. I would prefer her to have a career so she doesn't have to depend on welfare.

My Daughters

by Harriet Simon

I have two daughters now and I want nothing but the best for them out of life because my girls are very special to me. I don't want them to drop out of school as I did because life is just too short to be messing around. They need to get an education and apply themselves to having the best out of life and succeeding in everything they do.

It may be a hard struggle but if there's a will there's a way. I do not want to choose their lifestyles or their careers for them. I just want for them to be their own individual women.

I want for them to be strong and successful in their education and go as far as they can go because when they reach the adult life, life will be much harder for them. Most jobs can and will demand a high school diploma and the knowledge to have what it takes to get the job done.

My Daughters

by Michelle Candace Crawford

I hope my daughters' lives will be different from mine, because my life was HELL. It was like this: I had no father around. I was a mistake, as they say. I didn't understand until I was 9 or 10 but I got over it. But when I got to the age of 12 my mom got into drugs. It wasn't bad at first. When I was 14, I got pregnant and things got worse. My mom started taking money and clothes from my child (to sell). The house started falling apart.

This isn't all, but I don't want to go on so I will end with this. I would like for my children to have a better life than me. I try to do my best and give my kids what I can give so they won't have to go to a shelter when they grow up because of somebody else's mistakes.

A Man's World

by a Student in an Off-site Education Class

It was always, as they say, a man's world. Well my experience with that came somewhat true where I used to work. The manager was a man and because of him being boss I was laid off because I was a threat to him, simply because I was attracting customers and was learning the job too quick. My hope is that by the time my daughters are working, that men would wise up and let women work together side by side instead of wanting to be on top, over their head, have control. Because it's a neutral thing.

Women and Their Hard Work for an Education

by Aracely Manzur

Discrimination against women always has existed. It begins in high school. Girls and boys start school as equals. By the end of high school, girls have many obstacles to pass. Among these obstacles are that teachers in many cases give more attention to boys than to girls. Boys get away with harassing girls in school because the girls learn little about problems such as sexual abuse.

Around the world, the textbooks ignore women's achievements and the boys are encouraged more than girls in science, for this reason many women in the university go away from careers in science and technology.

It is necessary that the schools and teachers in all the world try to treat girls more fairly. They must work hard to interest girls in high level math and sciences. Another idea that can be good is to help girls with problems at home. If the girls don't have attention today, it will limit their ability to achieve tomorrow.

Dear Abby,

Dear Abby,

I have a friend I like very much. We get along well. The problem is that she is very depressed. She is very nervous and fears to go out alone or gets lost when she goes out. She doesn't walk to my house because she thinks something is going to happen on the way. She is a very negative person. She went to the doctor and the doctor gave medicine to her. She can't control herself without medicine. I think everyday she is more depending on the pills. I think that is not good for her to be like that. I like for her to be better and believe in her strength that she can beat the depression. I know that people need help in this situation. How can I help her? Do you think that our friendship is not going to be the same if I talk to her about the problem? I think she doesn't need a doctor that gives her pills and pills. I think she needs a psychology doctor. How can I tell her that? We are sincere with each other but it's hard sometimes to say things that are personal. I don't know how she is going to react. I want our friendship to be forever and I want for her to be fine.

Signed, A Confused Friend

Dear Confused Friend,

Thanks for writing. Your friend is really lucky to have a friend like you. I agree with you that your friend needs some help. I think that talking about her problems with a professional counselor could be very helpful.

I think you should tell your friend that you care about her a lot and that you hate to see her so sad. Tell her that many people go to see a counselor in order to talk to someone about their problems. Remind her that you are saying this because you care about her.

The Women's Program has counselors (for free) who can meet and talk with your friend. If she's not from this neighborhood, they can suggest other places she can go. There is help available for your friend, and a counselor is a good first step. She can call and talk to Irene Dougherty at 426-8610 to make an appointment for on-going counseling. She will get the message and call back. If your friend is having an emergency and needs immediate help, she can call the Hotline 24 hours a day at 739-9999.

• • •

Dear Abby,

I am a thirty-year-old bisexual male. I am very attractive and have never had a long- term relationship with a male or female. I know I have HIV, but I have always wanted to share my life with another person, and mainly have a child. If I should meet that special person, what should I do?

Signed, Caught in the Middle

Dear Caught in the Middle,

You can look back on relationships and try to find out what you did in other relationships. Begin an honest relationship. You should tell the person that you have HIV and extend your conversation as much as possible to let the person know how HIV can affect you and how it can not. For more information about AIDS, call the AIDS Hotline at 985-AIDS.

• • •

Dear Abby,

I want to write and talk to you. I have a boyfriend. I'm in a rehabilitation program. He's in an outside outpatient program. I love him very much. He's asking to marry me. I want to marry him, but not yet. He's already buying a ring and making plans for our future. I'm not sure I'm ready for marriage. What should I do?

Signed, Backed Up in a Corner

Dear Backed Up in a Corner,

You should talk to him and suggest that he slows down and takes one day at a time. Give the relationship six months to one year. Then set a date or make plans for the future. If he doesn't want to slow down then he is moving too fast, and things can't work out moving too fast.

Focus on Neighborhoods

Neighborhoods: US and Puerto Rico

by Evelyn Cintron

My neighborhood in the U.S. is noisy. It's not clean. It's not safe any longer. It's very cold. The people some are friendly and some are rude. In each corner there are drug dealers. You can't even sit on the steps. They look at you wrong. There are trouble makers. The police are always around the area. It is surrounded by police everywhere you look. The kids have to be inside the house because there are shootouts on the corner. They run up and down the street.

My neighborhood in Puerto Rico is very different. It is very little. There are farms everywhere. Everything is close where I live. At 5:00 p.m. it's dark and at 3:00 p.m. the people are making coffee and drinking it at the beach. It's very nice and the blocks are clean. You don't see any drugs on the corner. You don't see lots of parties outside in the country.

My Neighborhood

by Alan Chestnut

If you go down my hill and turn left, that's where a young boy is selling crack. If you turn right you'll see where my son's friend got jumped and where they found the body of a dead girl who got killed walking her dog. Go up Church Lane towards Germantown to where the man lives who got killed in the warehouse with a screwdriver.

Last year there was an anti-drug march all around the neighborhood. Last year around June we held a rally to keep our street lights at the corner. On Chelten Ave. there is a variety of stores where our children hang out instead of hanging on the corner. We also have a library where there are a lot of people there to help you. There is a dance school on Germantown Ave. on top of Mamma Rosa's Restaurant. Our neighborhood has a few historical sights also. At the corner of Germantown and Church there is an island with a wall of people who died in war. On the other corner there is an old building that is very big and beautiful.

Our neighborhood has its good points and bad points like all other neighborhoods I have ever heard of. But if we all work together we can make a difference.

It Needs to be Stopped

by Michelle Cohen

My neighborhood is filled with violence, drugs, etc. It is not a very safe environment for men, women, and children of all ages. The drugs and gang wars are killing our own people. It's unsafe to walk the streets at night. Guys jump out of cars to rob you and take everything you own at gun-point. The people live in fear every day of their lives and it needs to be stopped.

The Castor Gardens Section

by Michael Leonetti

I am writing this essay about the Castor Gardens section of the Northeast where not only did I grow up, but where I also live today.

In my early childhood, most of the people in my neighborhood were of the Jewish faith. There were few Christian families and this was especially noticeable around the Easter and Christmas holidays.

The fact that most of my neighbors were of a different faith did not bother me in the least. My friends, most of whom were Jewish, were a very good influence on me. We played sports together and did practically everything else together. It was a shame that most of them moved away or that we just lost contact.

Most of the houses in my neighborhood are made up of a combination of brick or brick and stone and there are mostly twins or rowhomes with a few scattered single homes in between. For the most part, the majority of home owners take care of their property.

As far as education goes, most parents send their children either to area Catholic schools or to the Philadelphia public school system. I guess that's the way it is for most neighborhoods too.

My neighborhood is very much a sports minded area where you can find a baseball, soccer, football or basketball game going on especially on the weekends at most recreational centers.

There are plenty of stores of all types for your every shopping need. We are lucky in that there are food stores such as ACME and SHOP-RITE near by. Also, we have various forms of entertainment available such as fine restaurants, dance clubs and movie theaters where you can see a movie any day of the week.

On the whole, my neighborhood is a pretty nice place to live, with many different kinds of people and plenty of things to do, especially family oriented activities.

I Talk About My Country: Vietnam

by Phuong Do

When I think of my country, I really miss my country. Sometimes I write letters to send to my parents and friends, etc. My country is not big, but it is very beautiful. Before I lived there. Right now I live far away from my family. My country has the sea, mountains, trees, and seafood. My house is near the sea. Sometimes I, my wife, and my children go to the beach. My friends are living there. Sometimes they visit my parents. The sea of my country has a lot of fish and squid. The face of the water sometimes has boats. It is beautiful. I miss my country. I love it.

Advice to PEC Newcomers

by the PEC Study Skills Class

In response to the "Never Too Late" article "Advice From the Afternoon Class, 1991," the Study Skills Class at the People's Emergency Center wrote their advice to people entering the shelter:

Here's some advice to newcomers from PEC oldtimers in the Study Skills Class, December 28, 1992.

Come in strong. When new people come in, the old people often try to test them. No matter how hard it gets -- conflicts with the staff, the "PEC stomach bug," or the children getting sick -- never give up. Pray a lot. Bring a positive attitude and you will become a successful PEC graduate.

Another key to a prosperous stay at PEC is to learn how to be humble. To be humble does not mean to be humiliated; it means to let things bounce off of you, to be respectful when another person is stuck on an issue or closed minded, but also to not compromise your feelings.

I Like Attending GED Classes

by Julian Syrkett

I like attending the GED class. My interest in learning has increased since I've gotten older. I've realized now the value of a good education. I like my teacher. She's intelligent and has a lot of wisdom.

I've learned that if you don't put forth an effort you won't succeed. I've also learned that people are willing to help if you show interest. These are some of the reasons why I like attending my GED classes.

ESL Class Chats With the Seniors

The Monday/Wednesday English as a Second Language (ESL) class has been having discussion circles with the Senior Center on the first floor. It has been a wonderful way for the students to improve their English skills while they have an opportunity to learn from the wisdom and experience of older people.

Mary Bonilla, a student in the ESL class, wrote the following comments about her experience: "I like the conversation we have with the seniors because it is very interesting. I think we can learn more with the old people. I like the stories of their lives and these people are very nice. I like to thank these people for everything."

A New Family

by Andres Reyes Escobar

I have a new family. My wife is Peggy and my son is Dillon Francis. I love my wife and son. My son was born on January 14th, 1993. He weighed 8 lbs. 9 oz. My wife is happy and recovering well. My son is strong and healthy. I'm happy to have a new family.

My Family

by Lydia E. Rios

This is my family. In my family there are 5 persons. My husband, my daughter, my son, my daughter-in-law, and me. My husband Fransisco is 45 years old. My daughter Lydia is 19 years old. My son is 17 years old. My daughter-in-law is 15 years old.

All the family is going to the river often. The river has clear water and beautiful trees. My family is running, jumping, and swimming in the river that is a beautiful place. My family goes often to the river when living in Puerto Rico.

That's my family.

Lent in Puerto Rico

by Emerita Morales

Many years ago in Puerto Rico the "Lenten Week" used to be celebrated with much respect and devotion to God. I remember that in all the towns of Puerto Rico there were two or three stores with juke boxes and many people would hear their favorite songs, but on Good Friday the juke boxes would be turned around facing the wall and they would cover it with a black or violet cloth during that day. No one would dare to hear music.

Everybody would work from Holy Monday to Holy Wednesday because from Holy Thursday and Good Friday it was not allowed to do any type of labor. On Good Friday many people would go to church for the holy mass. Then in the afternoon they would do a commemoration of the sacrifice of Jesus Christ throughout all the streets of the town. It was very beautiful. On the glorious Saturday morning people would have feasts in their houses or they would go out to visit their families.

On Easter Sunday all the people would get dressed up with new clothes and with beautiful colors and they would go to church in the morning and afterwards they would go out to travel to visit their families.

Easter Sunday in Nicaragua

by Flor Mendoza

It starts before Easter Sunday on Wednesday. People start eating a special dough pie and rice pudding. By the folowing week it will be Easter Sunday and Thursday and Friday are two days that are holy for Catholic people. It is also a process that the church tells us not to eat meat, not to drive, not to curse. It is a time to spend with families.

The traditional food is tamale. It's combined with mixed egg and dough. You eat this for lunch and dinner. Only, we don't eat breakfast, but you could eat fish or sardines and it is finished by Easter recess.

People's Emergency Center Class Receives Reply from President Clinton

In the first issue of "Never Too Late" we printed a letter that the Study Skills Class at the People's Emergency Center sent to President Bill Clinton. A few weeks later, the class received a reply from him, along with a copy of "Putting People First: A National Economic Strategy for America."

Dear Friends:

Thank you so much for writing to me. Many thousands of people concerned about the future of our country have shared their experiences, concerns, and suggestions. I wish that I had more time to answer your letter comprehensively and specifically.

It's important to me to hear how you feel. Al Gore and I did all that we could to carry our message of change to America, and the voters responded enthusiastically. We will now work just as hard to meet the crucial challenges that await us all in the next few years. Thanks for your input.

Sincerely,

Bill Clinton

What I Would Tell President Clinton

by Maria Konstantinidis

Mr. President, first with my love I have to congratulate you. You are our hope. I believe you are strong. You show that. Bush's dirty campaign doesn't make any difference to you. Now it is up to you for our hope to keep your promises to do something for this country.

If you are interested in helping raise money for the graduation and awards ceremony, or in helping to make arrangements for the ceremony and reception, fill out this slip, cut it out, and give it to your teacher to give to Cameron in the Education Unit.

Name_____

Address_____

Phone_____

Teacher and Class Time _____

_____

Specific Idea or Interest _____

_____

_____

Graduation and Awards Committee Report

A committee of students interested in helping to plan the June 10 graduation and awards ceremony has met several times in the last couple of months. This is an update on future activities related to the graduation.

• The ceremony will take place at 6:00 p.m. on Thursday June 10 in the Bonnell Hall at Community College of Philadelphia, located at 17th and Spring Gardern streets. There is no cost to attend the ceremony. People who received their GEDs through the LSH Women's Program since June of 1992 will be honored, along with other students who will receive certificates for their achievements, improvement, attendance, and special contributions. Following the ceremony there will be a reception outside of the auditorium, where people can eat refreshments and congratulate each other. Both the ceremony and the reception are free of charge.

• The student graduation and awards ceremony planning committee committee will meet Tuesday, March 30, at 7:45 p.m. and Thursday, April 22 at 11:45 a.m. All students are welcome!

• Cap and gown orders, *required* for all GED graduates planning to participate in the ceremony, are due to Alice Redman by April 1. The non-refundable fee is $16.00.

• The evening bake sale had to be postponed due to the blizzard in the middle of March. The new date is Tuesday evening, April 13, with all remaining cakes to be sold the next day.

• The raffle drawing will take place on the evening of April 15. You do not need to be present to win.

• The representative from the ring company will be here April 14 from 11:00 a.m. - 1:00 p.m. and April 15 from 6:30 - 7:30 p.m.

Please sell all raffle tickets and turn in the money and stubs to Gloria in the Education office in time for the April 15 drawing!

Student Recipes Needed for Nutrition Curriculum

This year the Women's Program is developing a curriculum manual on the topic of nutrition. The manual focuses on how the body uses food, why we eat what we eat, and how to cook in a way that is economical, nutritious, and multi-cultural.

As always, the manual would not be complete without student writings. We are looking for recipes to include in the manual. Do you have a special recipe you would like to share with other students here and at adult education programs around the country? If you do, give it to your teacher or bring it to the Women's Program Education office.

In addition, we are looking for stories by students who have tried to change their shopping, eating and cooking habits, either successfully or unsuccessfully.

For information on how to have your recipe or story included in the manual, contact Cameron Voss in the Education office.

Child Care Begins Weekly and Bi-weekly Unit Themes

These past few months have been filled with many changes. We have given the room another facelift and welcomed Roseann Vennera, the new Childcare Supervisor.

We have implemented a series of weekly and bi-weekly unit themes in order to expand the background knowledge of the children. Some of the themes we have covered thus far have included "Believe in Yourself," "Martin Luther King," "Caring and Sharing," "The Presidents," and "Community Helpers." In addition to these unit themes, we have incorporated a number of activities to encourage the development of both math and reading readiness skills. Some of these activities consist of picture studies, pattern games, shape and color experiences, and many educational approaches.

This is your chance to give us some feedback on what you thought of Issue Number 2 of "Never Too Late." After you have read the newsletter, please take the time to fill out this comment sheet. When you are finished with it, please cut it out on the dotted line and give it to your teacher, who will give it to Cameron or Daryl.

How much of "Never Too Late" did you read? (circle one)
all some not much

Did you enjoy the newsletter? (circle one)
yes it was OK no

What was your favorite article? _____

Why did you like it? _____

What was your least favorite article? _____

Why didn't you like it? _____

Were the articles about topics that interested you? yes no (circle one)
If you answered "no" to this question, keep in mind that many of the newsletter articles were written by students. If there is a topic that interests you, consider writing about it yourself!

What topics would you like to see articles written about in the future?

_____

Other comments?

_____

THANK YOU FOR SHARING YOUR FEELINGS ABOUT THE SECOND ISSUE OF "NEVER TOO LATE."

Reach out and teach someone to read and write!

News From Our Tutors

by Gloria Ortiz

We would like to thank the following people who recently started tutoring here at the Lutheran Settlement House Women's Program: Chris Slivicki, Heather Gaber, Nancy Wallace. Anyone who is interested in becoming a tutor must participate in a tutor training. To find out the dates of upcoming trainings, call Gloria or Peg at 426-8610. Here are the reports of two of our tutors who wanted to share some of their experiences.

First-Time Tutoring at LSH

by Nancy Wallace

In everyday life, I have always been a tutor. I was a tutor when I taught my little brother to tie his shoes and when I taught my three-year-old daughter to cut cheese with a sharp knife. Actually, I taught my brother to read, too, although he says he taught himself. Despite my everyday experience, I was sure that tutoring formally at LSH would be different, and I entered Peg Bernstein's GED class my first day as if I were about to embark on a totally unknown (and even risky) adventure.

What if students ask me questions I don't know the answers to, I wondered. What if I explain things "the wrong way?" What if there are students who simply can't learn? It took only a minute in Peg's classroom for my worries to fade, though. My role there became as easy and natural as it had been with my brother and daughter.

There was Peg, chalk in hand, bouncing up and down with enthusiasm in front of the chalkboard as she explained the rules of "The Stock Market game," and I was immediately caught up in her energy and that of the students. Room was made for me at the table (not an easy matter) and I found myself encouraging my neighbor to risk all by "investing" in G or AT&T. "Why not?" I asked her. After all, Peg had just "given" her $1,000 free and clear! There was necessary math to do, and together we figured it out.

Peg's classroom seems noisy and chaotic, but Peg has a clear method that has made it easy for me to fit in. Students seem quick to pick up what experience has made them ready to learn, and so in every classroom situation they are learning something. I am constantly amazed by the inventive ways students think, and I am learning that students not only know what they don't know, but that they are quick to ask for help. When I don't have easy answers they are indulgent and good-humored.

The most important thing I have learned is that I have to remain concrete with students and draw as much as possible from their own experience. Often my tutoring help simply involves showing students how to translate their street smarts into school language and format.

At first I worried that the time commitment involved in tutoring -- two mornings a week -- would be too much, and sure, I've had to rearrange my schedule to make it possible. Perhaps because I get as much out of tutoring as I put in, the time involved now seems negligible. I really love Peg's class. There's always something going on. "Hey," someone says, "did you know that watching too much T.V. is bad for your cholesterol?" and then Peg is off and running. The lesson on the Great Depression will simply have to wait. Sure, I teach a lot, but I'm learning all the time too, and when I ask a question there's always someone around to volunteer an answer. Thanks to Pat, I now know the difference between averages and medians. Next week, she's promised to give me a lesson on square roots.

"You all have something to teach," Peg tells the class, hoping to recruit new volunteers. I agree.

Being a Tutor: An Opportunity to Say Thank You

by Lucy Colon

Being a tutor has been a wonderful and exciting experience for me. I'm a tutor in Miss Gordon's class. She is a terrific teacher and the students are wonderful. The most exciting experience for me in this class is to see people from different nationalities communicating so well.

As a tutor I've learned to have more patience and be a good listener. I've even considered becoming a teacher.

I want to take the opportunity to say thank you to everyone at Lutheran Settlement House who made it possible for me becoming a tutor. It really has been a great experience.

Domestic Violence Workshop Participant Reflects on the Issue

by Nilba Sanchez

During seven Saturdays I attended a training about a program of the Pennsylvania Coalition Against Domestic Violence which is a movement for women who are not sick or disabled or different than us, but women who have been battered by men and by the system.

The goal of this training was to prepare persons in order to work as volunteers with women who are being abused. The Bilingual Domestic Violence Project offers free and confidential help. This program includes a 24 hour hotline, group and individual counselling, legal assistance, support and custody assistance and other services and resources.

I believe that programs like this may help so much to the persons who attend because only dealing with the whole issue of the abused woman as a social and cultural process can provide enough and appropriate elements in order to be more skilled. So we will attempt to change the system which has often made the household a battleground.

The statistics about domestic violence are remarkable. Six million American women are beaten each year by their husbands or lovers. Violence occurs every 15 seconds in the United States and one in four female suicides is a victim of family violence. Between 40,000 and 45,000 women are beaten every year in Philadelphia.

All this happens because the different cultures have seen as normal the social differences that have existed between men and women throughout time. Society has accepted some notions like scientific and primitive anthropology about the women. So it has institutionalized the women's oppression in the whole world.

I believe that the man is not the senor/owner of the women, but the brother. Between brothers, there must be equality and mutual respect. Consequently, between men and women there must be service, not structures of domination.

All discrimination (and this could be applied to some churches) and all relationships of owner-slave or oppressor-oppressed mean a threat against this fraternity. So, for example, the women was not created only in order to be the man's woman and the children's mother. The woman in the first and essential sense is the man's partner and must have love and dialogue with the man. This point could be discussed and debated by some influential movements in support of women, but this is not my purpose. I only want to say that the woman is a human being.

Today, even with the progress that we have made, millions of marriages have followed the rules established within the patriarchal system which has condemned the household to the use of violence and punishment as the only way of control.

The woman needs to look at her behavior in reality. For example, when does she realize that she's been battered. What is she willing to do about it? How can she correct the situation? Some women, especially Hispanic women, see as normal some situations where she lives and already the domestic violence is a habit. It is difficult for her to distinguish when she is being battered, because she is used to battering; it is a normal situation. It is very important for the battered woman to be aware of her life and her family in order to seek help if it is necessary.

Many times women concentrate on feelings and neglect logic. She must be encouraged to think for herself. It is urgent for the women to be able to control her life, because the system has kept the stereotype that women feel, not think. This has been one way to keep silent the women's voices from being important or relevant.

The battered woman must recognize that there are resources for her and she has the possiblilty to find out the answers to her problems.

We must challenge our language, our structures, our system and try to eliminate the battering of women.

Domestic Violence Counselor/Advocate Training

Are you interested in learning more about domestic violence issues and volunteering to work with abused people? If so, sign up for the Domestic Violence Counselor/Advocate Training. It meets for 7 Saturdays starting on May 1, from 10:00 a.m. to 4:00 p.m. at the Lutheran Settlement House Women's Program. Topics covered in the training include counseling techniques, drug and alcohol issues, AIDS issues, legal issues, multiculturalism, and resources in the Philadelphia area. For more information, contact Carrie Lees at 426-8610.

Domestic violence workshops and trainings are also available free of charge for agencies and companies. Please contact Amy Villanueva at 426-8610.

Hotline For Abused Women	**739-9999**
Linea Directa	**235-9992**

WOMEN'S PROGRAM

1340 Frankford Avenue Philadelphia, PA 19125 426-8610

ADULT EDUCATION

- On-site Education Classes: Literacy, Adult Basic Education, GED Preparation, English as a Second Language
- Registration for classes on a monthly basis
- Off-site classes at community organizations, shelters, workplaces
- Training: Tutor Training, Curriculum Training on-site and city-wide, Staff Development
- Curriculum Development
- Tutoring
- Educational Counseling
- Special activities for increasing career options, leadership, cultural enhancement, student recognition
- Referral Services

EMPLOYMENT/TRAINING PROGRAM

- Human Services Paraprofessionals Training
- Progressive Readiness for Employment Program
- Referral to employment, training, pre-training, adult basic education, higher education
- *FIRST STEP* Employability Skills/Pre-Training Program for homeless women in shelters

TEEN PARENT PROGRAM

- Education: Adult Basic Education, GED, Life Skills, Parenting
- Training: employment readiness, placement in feeder programs, training programs, employment, internships
- Counseling/Case management
- Special Activities: cultural, recreational, educational

BILINGUAL COUNSELING AND DOMESTIC VIOLENCE PREVENTION AND INTERVENTION PROGRAM

Domestic Abuse Hotline: 739-9999
Linea Directa Para Mujeres Maltradas: 235-9992
24 hours a day/7 days a week

- Counseling: group and individual, long and short term, crisis, drug and alcohol, theraputic, clinical, incest, battered/formerly battered women, support groups
- Teen-At-Risk: Counseling in area high schools for those designated at risk: crisis, life skills, educational, vocational and career counseling
- Training: 40 hour Counselor/Advocate Training, training for institutions, government agencies, medical communities, clergy
- Outreach: Intake/referral in different targeted multi-cultural areas of the city, Linea Directa; Targeting Hispanic women and their families
- Community Education Workshops for agencies, organizations, and institutions
- Advocacy with systems and institutions on behalf of domestic violence victims/survivors and their families
- Emergency referrals for food, fuel, clothing, housing and emergency shelters

CHILDCARE

- Childcare is provided to participants as needed

LSH WOMEN'S PROGRAM

Annual Graduation and Awards Ceremony

June 10, 1993

&

Never Too Late

The Newsletter of the LSH Women's Program
Education Department

Issue Number 3,
June 1993

Lutheran Settlement House Women's Program
1340 Frankford Avenue, Philadelphia, PA 19125
(215) 426-8610 Fax (215) 426-0581

24-Hour Hotline for Abused Women 739-9999
Linea Directa Para Mujeres Maltratadas 235-9992

Lutheran Social Mission Society, Inc.

BEST COPY AVAILABLE

Lutheran Settlement House Women's Program

Graduation and Awards Ceremony

Thursday, June 10, 1993, 6:00 p.m.

Bonnell Auditorium
Community College of Philadelphia
17th and Spring Garden Streets

Lutheran Settlement House Women's Program
1340 Frankford Avenue
Philadelphia, Pennsylvania 19125
(215) 426-8610

Graduation and Awards Ceremony Program

Mistresses of Ceremonies:
Irene Basile and Ruth Hill-Nesmith

Graduates' Procession

Invocation:
Reverend Rosa Key

Welcome:
Pat Malinak, Executive Director,
Lutheran Social Mission Society

Congratulations:
Donna Cooper, Executive Director,
Mayor's Commission on Literacy

Acknowledgement of Special Guests:
Meg Keeley, Education Coordinator,
LSH Women's Program

Student Speakers:
Reginald Ferguson
Hattie Parker

Presentation:
Avis Smith, Parenting Skills Program,
LSH Women's Program

Student Speakers:
Maria Zayas
Judith Michelle Rivera

Presentation:
Amy Villanueva, Bilingual Domestic Violence
Prevention Program,
LSH Women's Program

Teacher Recognition:
Mary Taylor, Teacher Supervisor,
LSH Women's Program

Tutor Recognition:
Alice Redman, Head Tutor Trainer,
Gloria Ortiz, Tutor Trainer Facilitator,
LSH Women's Program

Education Certificates:
Meg Keeley, Education Coordinator,
LSH Women's Program
Jean Spriggs, Site Coordinator,
Mayor's Commission on Literacy

Student Speakers:
Marae Bostic
Ivette Juarbe

Commencement Address:
Marciene Mattleman, Ed. D., Executive
Director, Philadelphia Futures

Presentation of General
Educational Development Diplomas:
Dr. Margaret Shaw,
Pennsylvania Department of Education

Recognition of Highest GED Achievement

Music

Closing Procession of Graduates

Greetings from Pat Malinak, Executive Director, Lutheran Social Mission Society

On behalf of the Lutheran Social Mission Society and the Lutheran Settlement House Women's Program, I want to welcome all of our honored guests, friends, families, students, and especially our graduates to this evening's graduation and awards ceremony.

Tonight, we are celebrating as a community the achievements of the graduates who sit before us on this stage. Many have overcome tremendous obstacles in order to realize their dream of earning a high school diploma. Achieving their diploma has not been an easy goal as they have struggled, often as single parents, with running homes, getting children to school and other activities, or coming to class after a long day's work. For those who have lived in shelters or who have overcome dependency, the struggles have sometimes seemed insurmountable.

But none of these people before you gave up on their dreams or on themselves. Their determination and hard work has brought them here tonight. And those of us who have shared in some way in the triumph of this evening have never felt more proud. We are honored to share this evening with all of you.

We wish all of you the very best and brightest of futures. You have proven to us and to yourselves that you have what it takes to make it. What you have learned in your path to this stage are the same lessons that will take you on to your next dream and to the many dreams that will follow. What we have all learned from you is that we never stop learning and that it's never too late.

Thank You!

Thanks to the following people who worked hard to make this ceremony a success:

Reinaldo Agront
Peg Bernstein
Vanessa Candelaria
Robin Cunningham
Community College of Philadelphia
Carolyn Davis
Rosemary Figueroa
Daryl Gordon
Debbie Herling
Sue Lentz
Philadelphia Church Supply, Inc.
Meg Keeley
Faye Miller
Tastefully Yours
George Moebius
Lydia Morales
Terri O'Keefe
Gloria Ortiz
Alice Redman
Ramonita Rivera
GRAN Enterprises
Mary Taylor
Cameron Voss

Graduates

Maira Acevedo
Reinaldo Agront
Fatima Aguilar
Elizabeth Boruch
Frank Boyle
Steve Breslin
Dorothy Brown
Stacey Carr
Theresa Castelberg
Jacqueline Charyszyn
Latanya Colclough
Alice Collins
Anne Colon
Theresa Cowley
Lisa Darrah
Denise Delapenna
Donald Delgrande
Damaris Diaz
William Dietzel
Joanne Dukes
Stephanie Ellis
Karen Evans
Veronica Franklin
Elizabeth Gemmell
Lorraine Green
Tanya Hall
Phyllis Hannah
Maribel Hernandez
Brian Hockenberry
Christopher Hockenberry
Melanie Howell
Ivette Juarbe
Rose Kalpokas
Reneé Kirchenbauer
Cathy Koepke
Mae Jean Kroh
Mark Lane
Michael Lane
Sue Lindsay
Maureen Lorch
Willia Mae Maddox
Rita Malcolm
Gilberto Melendez
Ayesha Miller
Donna Motyl
Karen Murphy
LaVada Murray
Veronica Murray
Tracy Natal
Margaret Oertzel
Ivonne Ortiz
Jeffrey Parkinson
William Patterson
Greg Phy
Anita Plumer
Arlene Quinn
Hagar Redmond
Judith Rivera
Brenda Robles
Joanne Roberts
Tiffany Robertson
Demanthia Robinson
Eludina Rodriguez
Luz Rodriguez
Roseann Rody
Rose Salamatin
Tom Schummer
Sherry Skill
Heather Smith
Stella Spinella
Barbara Stafford
Mary Sternberger
Sherita Stokes
Karen Taylor
Nikea Thrones
Billie Jo Torres
Erica Valderamma
Marty Valderamma
Edward Van Horn
Dennis Weiss
Peg Whalen
Maria Zayas

Speakers

Reginald Ferguson has been an active participant in the Gaudenzia New Image class for seven months. The youngest of seven children, Mr. Ferguson is 31 years old. Three years ago, he discovered that he was HIV+ and began to make serious changes in his life. He entered the Gaudenzia People With Hope program and began the process of recovery from drugs and alcohol which has helped him to regain his self-esteem and self-respect.

Hattie Parker, a mother of four grown children, is an active member of the missionary board of The Christian Tabernacle of God Church. As part of her church work, she helps families and church members who are homeless, needy, or ill. Mrs. Parker has been a student in an evening class at the Women's Program since July of 1991. She has been, and continues to be, a source of inspiration to her teachers and fellow students.

Maria Zayas, a mother of four boys, began to take GED classes at Centro Pedro Claver in 1991. Because of her many family responsibilities, coming to school was sometimes difficult for her, yet she continued to reach for her goals. Ms. Zayas received her GED this year and entered the Human Services Training Program at the Women's Program. She is now completing an internship at the Momobile Maternity Care Coalition.

Judith Michelle Rivera is the mother of two young girls. She entered the Women's Program Teen Parent Program in December of 1992. After receiving her GED diploma in March of 1993, she entered a Pharmacy Technician Training Program at Pierce Jr. College. Ms. Rivera will be graduating from this program in May of 1993. Her goal is to continue her studies and become a Registered Nurse.

Marae Bostic was born and raised in Philadelphia and is the proud single mother of two children. Ms. Bostic began classes at the Women's Program in September of 1992 and has noticed a great deal of progress in her math and reading abilities. Ms. Bostic is a certified tutor. She plans to continue her studies toward the GED at the Women's Program, providing motivation and encouragement to others as both a student and a tutor.

Ivette Juarbe first registered for adult education classes in January of 1991. 1 1/2 years, two teachers, and five tests later, she received her GED diploma. Along the way, Ivette acquired stable housing for herself and her two daughters, enrolled at Community College, and became a community organizer. Ivette has been an inspiration to many of her classmates at the Women's Program.

Marciene S. Mattleman, Ed. D., has been an innovator and activist in the literacy field for many years. Dr. Mattleman is the founder and executive director of Philadelphia Futures, a program which motivates high school students to stay in school and prepare for college and careers. She headed The Mayor's Commission on Literacy for over four years, creating an initiative which served as a model for other cities.

The bulk of Dr. Mattleman's career was spent at Temple University, where she was a full professor. A firm believer that teachers should not be trained in ivory towers, she began the Elementary Program for Inner City Teaching, which provided students with experience in public school settings to supplement their traditional methods courses.

LSH Women's Program

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LSH Women's Program Staff
1992-1993

Adult Education Program

Peg Bernstein
Vanessa Candelaria
Carolyn Davis
Daryl Gordon
Debbie Herling
Meg Keeley
Terri O'Keefe
Gloria Ortiz
Alice Redman
Mary Taylor
Cameron Voss

Adult Education Teachers

Robert Allen
Alfreda Baxter
Peg Bernstein
Daryl Gordon
Trudie Hastings
Nick Jenkins
Rebecca Jordan
Carol Kallas
Sandi Kwisz
Teresa Martell
Bonnie Mason
Oliver Pope
Alice Redman
Cameron Voss

Employment/Training Program

Heather Ashley
Mary Brooks-Welsh
Yvette Gorham
Ruth Hill-Nesmith
Dorothy Mims
Susan Shachter
Avis Smith
Kathy Tarley
Esther West
Barbara Wint
Monica Wysong

Childcare

Zubina Dowd
Roseann Vennera
Petra Washington

Domestic Violence Prevention and Counseling Program

Nylsa Cijnte
Karen Donnelly
Irene Dougherty
Carrie Lees
Leslie McKeown
Gloria Ortiz
Pat Pickup
Beatriz Rivas
Lissette Rivera
Amy Villanueva

Teen Parent Program

Angela Benson
Cindy Bloomfield
Monica Chamberlain
Sandy Hall
Robin Ingram
Kim Jackson
Abiola Lamiya

Teen Parent Teachers

Alvoenia Durant
Rosemary Figueroa
Arneither Neal

Development

Diane Sjolander

Main Office

Marie Gerold
Thorny Kent
Mary McBride
Lillian Prem
Dari Watson
Doreen Wise

Lutheran Social Mission Society

Executive Director
Pat Malinak

Initiated Testing

Marae Bostic
Wendy Cameron
Tony Colomy
Lucy Colon
Michelle Crawford
Maryann Dukes
Ruth Fantauzzi
Debra Fuller
Elizabeth Garcia
Dolores Genay
Catherine Hartner
James Holzworth
Phyllis Ijagbemi
Rose Kalpokas
Rosalie Kelly
Lydia Lacend
Rose Leach
Carmela Macker
Gloria Moffit
Anna McGrath
Terri Noel
Nancy Ortiz
Eric Outlaw
Nancy Padilla
Vernessa Palmer
Trisha Phipps
Debra Pieffer
Madeline Ponton
Sharon Rietkirk
Nelson Rivera
David Roberts
Yvette Rosario
Nevia Santiago
Alicia Santos
Patricia Selmer
Harriet Simon
Cathy Smith
Gloria Smith
John Smith
Jeffrey Sorey
Hannah Sparks
Bunnie Steiner
Jacqueline Stone
Sharon Tilghman
Patricia Venhaus
Anna Zalis

Outstanding Attendance

Enrique Agront
Norma Amil
Marilyn Ascencio
Charles Benner
Bettyann Boggs
Carmen Burgos
Rose Burpee
Elizabeth Caba
Enrique Cabrera
Pat Camp
Michelle Capers
Patricia Carraway
Susan Cenolli
Luz Charles
Alan Chestnut
Leanise Colon
Kenneth Cox
Amalia Cruz
Ada Cuevas
Kenneth De Shields
Kelly Dixon
Norma A. Eden
Debra Ellis
Janet Estabrook
Ruth Fantauzzi
Aida Feliciano
Carmen Feliciano
Theresa Fetzer
Luz Figueroa
Sonia Fonseca
Debbie Fuller
Renee Gains
Angelina Garcia
Maria J. Gomez

Outstanding Attendance

Carmen Gonzalez
Elizabeth Goode
Evelyn Graboskie
Damarisol Gray
Sheila Griddle
Donna Gunter
Catherine Hartner
Julie Hernandez
Mary Hernandez
Shirita High
James Holzworth
Tracy Horton
Phyllis Ijagbemi
Faith Jackson
Rosalie Kelly
Lydia Lacend
Michael Leonetti
Earl Lincoln
Willia Mae Maddox
Margarita Maldonado
Marison Maldonado
Norma Martin
Miguel Martinez
Gloria Mateo
Lillian Metzcher
Kathleen Micciche
Dawn Millman
Jacqueline Mitchell
Emerita Morales
Christina Morrison
Vernon McAllister
Irene McDonald
Ivonne Ortiz
Nancy Ortiz
Frances Outlaw
Margaret Ovack
Celia Pagan
Hattie Parker
Shirley Parker
Jeffrey Parkinson
Brenda Payne
Maria Pietri
Sandy Pistory
Debbie Porter
John Price
Lisa Pusicz
Bernadette Ricco
Thomascil Riley
Lydia Rios
Carlos Rivera
David Roberts
Adriana Rodriguez
Jacqueline Rodriguez
Martha Rodriguez
Yolanda Rodriguez
Aida Rosa
Ivette Rosario
Nevia Santiago
Alicia Santos
Drita Shabani
Sherry Skill
John Smith
Jacqueline Stone
Joyce Swisher
Julian Syrkett
Inajeta Telushi
James Thomas
Cheryl Torres
Juanita Torres
Iris Torres
Maria Torres
Louise Truitt
Marcela Valentine
Theresa Venhaus Sr.
Vonda Walker
Mayra Watters
Sam Wilson

General Improvement

Norma Amil
Maria Arroyo
Eduardo Ascencio
Marilyn Ascencio
Terry Barbardo
Denise Barats
Abibe Begini
Clara Benjamin
Charles Benner
Gloria Bernard
Dianna Black
Kimberly Bobb
Bettyann Boggs
Alberta Boyd
Rochelle Bozul
Deborah Briggs
Darlene Bronson
Alise Brown
Deborah Brown
Mary Bryan
Dorene Buchanan
Rose Burpee
Ada Buttler
Enrique Cabrera
Bernetta Cameron
Marie Campbell
Patricia Carraway
Luz Charles
Rosalie Clark
Michelle Cohen
Tara Colbert
Lisa Cole
Tony Colomy
Bethzaida Cora
Evelyn Cordero
Judith Correa
Eva Cortes
Oneisha Crawford
Amalia Cruz
Ada Cuevas
Mary Cummings
Crystal Dean
Rhonda Dennis
Raphaela Diaz
Kelly Dixon
Phuong Do
Esther Dorsanuil
Linda Dunphy
Bernadette Edwards
Donita Etienne
Ruth Fantauzzi
Barry Farley
Mary Felder
Abiezer R. Feliciano
Carmen Feliciano
Reginald Ferguson
Anna Figueroa
Barbara Foss
Mercedes Fuentes
Debbie Fuller
Renee Gains
Rita Galarza
Norma Garcia
Carmen Gonzalez
Evelyn Graboskie
Damarisol Gray
Sheila Griddle
Lorraine Green
Donna Hunter
Regina Hall
Betty Hawk
Julie Hernandez
Luz Hernandez
Margaret Hernandez
Shirita High
Shamala Holden
James Holzworth
Lillie Hutton
Freda Jacobs
Michelle James
Salem Farrah Jehad
Genoa Jones
Thomas Keeler
Gloria Keels
Rosalie Kelly
Kay Kemp

General Improvement

Maria Konstantindis
Joanne Krause
Jean Mae Kroh
Bernadette Layton
Rose Leach
Robert Lewis
Earl Lincoln
Mamadou Maiga
Margarita Maldonado
Sherry Manley
Norma Martin
Sheila Ann Martin
Gloria Mateo
Maria Medinilla
Flor Mendoza
Lillian Metzcher
Kathleen Micciche
Jeanette Miller
Jacqueline Mitchell
Loretta Moore
Christina Morrison
Lisa McDaniel
Colleen McDermott
Sabrina McFadden
Katherine Nelligan
Cynthia Nelson
Terri Noel
Anna Maria Nuñez
Mary Oakes
Pocahontas Oberg
Nieves Olivares
Hilda Ortiz
Elvira Ortiz
Linda Ortiz
Frances Outlaw
Frances Oquendo
Elba Pabia
Celia Pagan
Luz Pagan
Edna Parker
Hattie Parker
Effie Parasalidis
Limary Perez
Brandi Petroski
Maria Pietri
Anita Plumer
Lisa Pusicz
Adrienne Reed
Francisco Reyes
Bernadette Ricco
Margarita Riega
Thomascil Riley
Lydia Rios
Carol Rivera
Katrina Robbins
Loretta Robichaw
Adriana Rodriguez
Martha Rodriguez
Vilma Rodriguez
Virginia Roman
Margaret Rondeau
Aida Rosa
Gladys Rosario
Maritza Ruiz
Carol Samborek
Rosemarie Sampson
Nilba Sanchez
Rose Sanders
Daniel Santamaria
Elsie Santiago
Gladys Santiago
Magdalena Santiago
Joann Savage
Margarita Seijo
Pat Selmer
Marisol Serrano
Jose Silva
Paula Smith
Maureen Snock
Ann Snow
Aracely Stafford
Jacqueline Stone
Julian Syrkett
Luis Tapa
Journyce Taylor
James Thomas

15

General Improvement

Priscilla Thompson
Sharon Thompson
Njezi Teme
Iris Torres
Janice Torres
Juanita Torres
Maria Torres
Yolanda Torres
Marcella Valentine
Julie Vazquez
Maribel Vega
Patricia Venhaus
Theresa Venhaus
Angela Velazquez
Luz Velez
Michelle Volz
Vonda Walker
Tracy Watkins
Veronica White
Denise Williams
Diane Yohn

Special Contributions

Maira Acevedo
Reinaldo Agront
Norma E. Allen
Rose Burpee
Elizabeth Caba
Leanice Colon
Lucy Colon
Ada Cuevas
Mary Felder
Regina Hall
Julie Hernandez
Aurora Lazarde
Marisol Maldonado
Miguel Martinez
Lillian Metzcher
George Moebius
Pocahontas Oberg
Frances Oquendo
Madeline Rivera
Nevia Santiago
Sherry Skill
Maria Zayas

Tutors

Reinaldo Agront
Denise Barats
Elizabeth Boruch
Tamara Chalmers
Lucy Colon
Lynann Evans
Heather Gaber
Deborah Herling
Lillian Metzcher
George Moebius
Veronica Murray
Thomas O'Donnell
Terri O'Keefe
Ann Rash
Jennifer Samarco
Chris Siwinski
Maria Schwarzl
Nancy Wallace
Ernest Weise
Deborah Yakubik

Parenting Skills Workshop

Conchita Ballard
Shirley Crossland
Veronica Hardy-Wright
Paulette LaPrade
Allen Martindale
Kelly Martindale
Vickie Moody
Karen Smith
Rachel Washington
Sheila Willie

Additions to the Program

Graduates

Maira Acevedo
Janet Estabrook
Lynann Evans
Dolores Genay
Debbie Heiler
Jannie Hemingway
Lisa Heron
Michelle McKnight
Shirley Parker
Ada Rosario
Jeffrey Sorey
Bunnie Steiner

Outstanding Attendance

Dennis Weiss

General Improvement

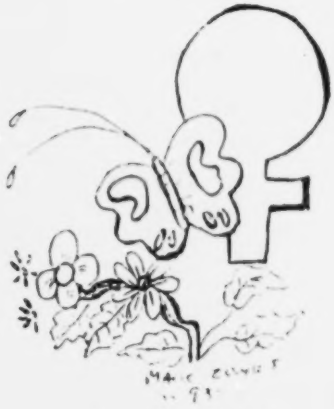
Catherine Cohen
Maritza Figueroa
Sonia Fonseca
Richard Galarza
Mary McGlinchey
Annette Pagan

Special Contribution

Ivonne Ortiz

Never Too Late

The Newsletter of the LSH Women's Program
Education Unit



Issue Number 3
June, 1993

Lutheran Settlement House Women's Program
1340 Frankford Avenue
Philadelphia, Pennsylvania 19125
(215) 426-8610

From The Desk of the Teacher Supervisor

by Mary Taylor

How fast time goes by. Already a year has passed since I came to work at the LSH Women's Program. And what a year it's been. So much change, first in the leaving of Irene Basile, the Domestic Violence Coordinator, then, to my surprise, Carol Goertzel's departure as director of the Women's Program. Just as I was beginning to feel comfortable and a part of the LSH family, all these transitions took place. It left me feeling unsure of the future of the Women's Program.

But as weeks and months went by, I found that the true strength and foundation of the Women's Program did not lie with any one particular person, but rather with a team of highly spirited, motivated, and dedicated individuals. There would be no Women's Program without the very special people who work here.

I would like to send out a very special thanks and congratulations on a job well done:

- to all the teachers I've had the pleasure of supervising this year.
- to Peg Bernstein, who helped me overcome my "fear" of math and who will be missed when she moves to Seattle this summer.
- to Gloria Ortiz, the Tutor Trainer Facilitator, who's becoming more empowered and assertive every day.
- to Carolyn Davis, the Case Manager, who came to us just in the nick of time.
- to our VISTA volunteers, Terri O'Keefe, Vanessa Candelaria, and Deborah Herling; we could not have made it without your valuable assistance. Good luck at CCP, Terri!
- to Meg Keeley, the Education Coordinator, who helps us pull it all together.
- to the front office staff: Dari, Marie, and Doreen.
- to all the other special people who make up the Women's Program family.
- and finally, to all the students who pass through our doors. We're here for you. And remember... it's "Never Too Late."

Goodbye Peg!

by Alice Redman

This year we are losing a great teacher, friend, and tutor trainer. Peg Bernstein will be leaving us for Seattle, Washington in July. She will be sorely missed. We would like to take the time to say Goodbye, God Bless, and Good Luck!

From the Editors of "Never Too Late"

by Daryl Gordon and Cameron Voss

Because this is the last of the three issues of "Never Too Late," we would like to thank the many students who contributed writings and who helped to edit the three editions of "Never Too Late." Because we received so many great writings, we weren't always able to print them all.

Through your writings, you really made this newsletter a place to share ideas, feelings and opinions that you believe are important. In the last two editions of the newletter, you shared your ideas and opinions on neighborhood problems like drugs and violence, your goals for the future, stories about children and family, and many other topics. We enjoyed reading the many different articles which appeared on the pages of "Never Too Late."

In this edition, you have contributed "year in review" writings about the changes you have seen in yourself and in your fellow students through your work together in classes this year. These writings tell about the many hopes and goals that people brought with them when they entered classes here, and the changes they made during class. Many people wrote about learning more about reading, writing, English, or math. Others talk about having fun, making friends in class, and having interesting discussions about everything from shopping to menopause!

We hope that by combining this newsletter with the program book for the graduation and awards ceremony, we have reached a diverse audience of students, their friends, their families, and people at various organizations that support the LSH Women's Program.

Again thank you to all of the students and teachers who shared your insights with us and other students, helping to create "Never Too Late." Thanks particularly to Peg's class who answered the Dear Abby questions, and Rebecca's class at Gaudenzia New Image who provided us with great feedback through the evaluation surveys. We did not include a survey in this issue, but readers (both students and teachers) should still feel welcome to evaluate this issue by writing to or talking with one of us.

We congratulate you all on your productive year. Have a wonderful and healthy summer. We hope to return with another newsletter next fall. We are already looking forward to your new ideas and writings.

Year In Review:
My Last Week at Centro Pedro Claver:

Hi, I'm saying goodbye to a couple of good friends that I met in the program. It is sad because I don't want to say goodbye. I got used to working with them as a team and talking about their problems. I'm going to say goodbye to the couple of friends that have meant a lot to me. And I'm going to give them good advice so they can remember me as they go on in life.

My advice to them is, when you don't know where you're going or you have a problem, think of this and I hope it will make you feel better. This is from me to you.

When you are thinking negative, think positive things. Think that you shine like a star and that you are the one nobody can reach. You are the one that shines on the world. Don't look down, look up and you will see your self there and be hard like a rock that no matter what anyone says to you, they cannot break you. Then smile and smile because that smile will get you to your future. Good luck! God Bless! Love You!

Love, Marisol

My Family

by Mayra Watters

I have a small family. My two kids are not even in school. Sometimes it is hard to take care of them and to take care of other things, like the housework and to remember to make appointments. Plus, I also go to school.

There are times when I get too frustrated, because I also work. My husband helps me a lot, but I don't want him to get tired or bored by being around the house a lot. He also works and the reason that we both work is to help each other out. We compromise a lot, plus we care for each other.

All the love that we have goes for the kids and for us. And that's how my family is going to be nice and neat.

Year in Review
To Alice's Students

I have enjoyed teaching all of you this year. There have been some times when things didn't go the way they should have, but that is to be expected. You all have a special quality in you that makes you who you are. I hope you will all gain the knowledge that you need to meet your goals in life.

I want to thank you all for giving me the chance to learn from you as well as teach you. Good luck to each and every one of you in the years to come.

Your teacher, Alice Redman

Year in Review:
Our Class at the People's Emergency Center

The Study Skills class has helped to refresh our memories as well as improve our self esteem. This class has enhanced our knowledge of the basic academics. In the beginning some of us were a little uncomfortable in the Study Skills Class because of low self esteem. Later on when we began to refresh our memories we became more comfortable and we were able to obtain more knowledge of self as well as academics. The increasing of our self esteem has allowed us to feel more comfortable in class.

This academic class has a lot to offer students. It helps some mothers get their GEDs and refresh their memories of fractions, decimals, percents, algebra, geometry and computer math. We have also learned a little writing, such as: journals, paragraphs, and personal letters. We have studied literature, like poetry, drama, and short stories.

It's a very enjoyable class but there are some people who find these classes boring because they feel that they're not challenging enough. Due to the fact that the students are only learning math and English every year (and no other subjects), some students are finding this to be monotonous.

In the classroom we talk and work as a group and learn from each other. Some of us talk to each other about what we did over the weekends. We form groups, according to our different academic levels, so that each person can comprehend at their own level.

This class has allowed us to realize that we can learn from all people regardless of age. This has been a worthwhile and fun learning experience.

My Best Friend
by Lydia Rios

My best friend's name is Rosa. She is 45 years old. She lives in Philadelphia. I have known her for about 19 years. I love her because she's a beautiful person inside. When we are together, we talk about her sons and her daughter, because her sons are trouble makers. Sometimes she cries for her sons. I try to help her and talk to her. I say, "Take it easy. Don't worry. Don't think any more of these problems. Life is beautiful. Tomorrow is another day."

My Special Mom
by Effie Parsalidis

I have many good things to remember about what my mother taught me. From a little baby, she started teaching us to walk and to talk. She taught us right from wrong. She sacrificed herself for us. She worked hard, cleaned, cooked, and helped us with our homework. She wanted us to go to school so we could have a better life. I have a lot to thank my mother for what she did for me and my brothers and sisters.

Year in Review:

Tuesday and Thursday Afternoon GED Class

This is a new beginning for the people in this class. We are adults of all ages and races, men and women. Some of us are recovering addicts, some of us are housewives. We are confident as we come together to face a new beginning. We have chosen GED because we cannot progress without it.

There are many conveniences for GED class at Lutheran with Cameron. Students get to choose the time they want to come to class. They also get to choose which classmates they want to work with. Another convenience of the class is it's easy to get here by public transit or private vehicle. After the first study period there's 15 minutes to take a break. (That's enough time to rest your brain but not enough time to go to sleep.) The most convenient of our class is the child care. We would like to thank the child care workers for keeping our children happy, healthy, and safe while away from us, because we could never concentrate on our studies be it not for them.

Cameron gives us a lot of her cooperation. Without her help, we would have never gotten as far as we have. She is very helpful, and also helps you to know if you are ready and confident enough to take a GED test. But most of all she always lets you know she is there when you need her.

Our class is always cooperating with each other. Sometimes it is very small, which is good, because we can always try to help and talk to each other, and on other days it's big, which is a little relaxing because sometimes somebody will say something funny and the whole class will laugh. We never try to make anyone feel out of place, because we all feel like we are one.

One of the best things about the class is it's a low stress environment. Whereas in school there are deadlines and grades, in GED class there aren't any of these things. A person can take their time and work slowly or they can work faster and get finished quicker. If we work together, we usually find that the work is not as hard as it seems. This is a relaxed class because there are no deadlines to meet, no assignments to hand in on time, and no tests to take that you are not ready for. There is no pressure to show up or be on time and that's a major plus because some people have bigger responsibilities than coming to class all the time.

Studying plays a big part when taking the GED test. Students should practice when they get a chance to. We have studied math, reading comprehension, and writing, which can play a big part in studying for the GED. Writing clusters can help you prepare for the writing part of the test. Some of the students from this class have already gotten their GED and the rest of us are testing now or are signed up to test soon.

Although there's no severe negatives about our class, there are some things that could make it a little better, like for instance, our class is held in the basement of the building so that means we have no windows so we can't look outside or catch a breeze or just get some plain fresh air. There's also other things that come to mind, like some people think that you can get a GED in a couple of months but it doesn't work that way. It takes time and patience. You work at your own pace. Sometimes other things in life interfere, like the kids, appointments, your job, etc. But all in all, our class is a good class to be in.

The Orleans Technical Institute Tour

by Leanise Colon

I really enjoyed the field trip to Orleans Technical Institute. The view and atmosphere were beautiful. The cafeteria was very clean and well-organized. They offer good training programs such as carpentry, building maintenance, secretarial skills, refrigerating and air conditioning, heating and plumbing, and landscaping. The tour was very interesting and the students really put effort into their work. It is also a nice ride to go and come from the school area. I think that it is a school that really cares for their students' work. I recommend this school for those who are interested in the fields I mentioned. As for me, I enjoyed everything.

Attending a Career Fair

by Ada Cuevas

A career fair is the place to be if you're seeking employment. There are companies that are prepared to provide you with information you need and offer you employment if you are qualified.

On April 29, 1933, we had the opportunity to be invited to a Career Fair at the Orleans Technical Institute. There were representatives of many area industries, non-profit agencies, and the government. They were offering many job opportunities. I went from table to table receiving information from the companies and picking up some applications.

The Career Fair also offered a variety of workshops. I attended the workshops on Cultural Diversity in the Workplace. Dr. Ellen Bowen was the guest speaker. She spoke of how you must recognize prejudice in the workplace, then learn to deal with it. At your workplace people tend to prejudge you based on myths instead of facts.

I would recommend everyone to attend a job fair. These companies are offering jobs, career information, and guidance in making career choices.

I Can Talk With Everybody

by Aida Feliciano

I am a Central American woman. I studied since 1985. I am continuing my class in my school because I want to get my GED diploma to have a good job. I recommend to every woman to go to school and finish school until they have what they want.

I remember when I came to Philadelphia with my 3 boys, I felt very bad and very sad because I couldn't talk with anybody in English. I didn't know anything in English. I had many problems. Then I remember when I went to see the doctor because my son was sick. I had a big problem to explain to the doctor what my son had. I remember when I asked some people to help me, they made an ugly face. Sometimes they don't want to help me. That happened to me in my life. Now I am very happy because I can talk with everybody and I can help other people.

My Future Goals

by Pat Carraway

When I read in the school newspaper of different people in all walks of life, striving for different things that they would like to do after finishing school and reaching exciting fields, I'm excited to see the different ideas. I smile to myself and wish them all the luck, happiness, and success.

My personal goals were to play the piano, be a writer, or become an artist. My first choice was to be an artist. I chose this field because I've always been fascinated with the human face, still life, cartoons, etc.

A lot of people have told me that I have a gift for drawing. I never believed that I did until years ago when I entered different contests and won. Art was only just a hobby where I could escape the everyday pressures of life and jump into the magic world of using a pencil and creating a marvelous painting or picture that I could admire and feel proud of.

This portrait of W.C. Fields was a good challenge. It was kind of hard because I didn't believe I could do it.

The desire to become famous has never entered my mind, just mainly to gain more knowledge of art, and to learn more about colors. To sell my work for a small profit would really be great. Working for the courts (or police departments) would be equally great if my artwork would take me that far.

I've always admired my mother's artwork because her work was really wonderful. She did portraits of The Last Supper, Jesus holding the lost lamb, and Jesus knocking at the door.

Lutheran classes have taught me to not just put my dreams behind me, but to blossom in whatever field or goals I have for the future.

Believe in yourself, believe you can do anything. Never give up, because they or someone will be there by your side to back you up, no matter what you want to do.

Discrimination

by V.W.

When I hear the word discrimination, it brings about much anger in me. I've heard many stories about discrimination and hatred, many from my grandmother and older relatives. I had never experienced discrimination, at least I thought I hadn't. I recently had the pleasure of reading a short story by an author named Toni Morrison. The book was called *Black Eyed Susans*. I found the story very moving, but also disturbing.

The character Pauline, who was a black woman and pregnant, was put in a delivery room with a white woman. The doctors went on to say how black women have babies like horses and didn't need much care, while white women need more compassion and patience. To me, this was a clear case of discrimination in the worst form. It was done by a so-called "professional".

This really hit home with me, for I have also experienced discrimination by a professional. In June of '91 I became pregnant while living in a shelter. I felt it would be best if I aborted the child. It was a very tough decision for me and this certain doctor made it even worse. He poked and prodded me as if I was nothing. He showed no patience or compassion for me whatsoever. He also went on to hurt and humiliate me. I never said anything for I felt this is what I deserved for doing this.

I've now come to realize that no matter what I had done or what the situation was, I deserved to be treated just like any other patient, no matter what the circumstances were.

Parents and Children

by Kim Mullin

I believe as parents if we devote more time with our children, things can be much better. Our children today need to go to church or to have some type of religion in their life. Even though in our society there are more single parents, we need to take some time out to listen to our kids' troubles. We need to let them know who are the parents and who are the children.

I also believe strongly that our children need some responsibility and chores to do. Our children need to know that you have to work for things that you want. And the only way you can accomplish this is by working for it.

We as parents need to stick by what we say, and not give into feeling sorry for them. That approach will give the child that rebellious attitude, because they know that, "Mom or Dad will change their mind." That's not good at all. Even though you may feel a little different about the situation, always try to keep a strong position.

Year in Review:
Mon. and Wed. Morning Intermediate ESL

Students in our class come from many different countries, including: The Dominican Republic, Haiti, Honduras, Puerto Rico, and Spain. Our class has been working hard on learning better English, especially on speaking and listening skills. Students have also worked on English grammar, pronunciation, and reading and writing skills.

Students mentioned lots of changes during the year. Many people said they felt nervous about speaking English at the beginning of the class, but said that they now feel "good" and "comfortable". One student said that she "learned a lot in a little time." Another student mentioned that she was frustrated when the class started because she couldn't understand the teacher, but she understands okay now. One of the biggest changes we saw this year was the birth of a new baby daughter to Julie Vasquez, one of the class members!

Our class discussed, read, and wrote about a variety of topics this year. Some of the topics were: famous people, drugs and crime in the neighborhood, shopping, customs for Easter Week and Christmas, teenage pregnancy, and current events from the newspaper. Favorite activities included: the topic of shopping in which the class read an article about the problems of long shopping lines in the Russia, wrote about how shopping is different in their countries, and wrote and presented commercials for products such as coffee and smiles. Another favorite activity was doing interviews with famous people like Fidel Castro, Adam and Eve, and Julio Iglesias.

Year in Review:
Alice Redman's Classes

We enjoyed class because we worked together and made it fun, especially when we worked in groups. We also enjoyed learning from each other. We also enjoyed Alice as our teacher. She knows what she is doing (sometimes) and she helps us when we need it. She explains to the best of her knowledge what she wants from us. We will miss her next year. A lot of us hope to graduate next year. We'll share what we've learned with our children and some of us will find jobs. We'll all work harder.

What we have learned this year. We learned about nutrition with Cameron. That was educational. We learned about countries and how you see the beauty, but not the poverty, of foreign countries from Daryl. That was fun because we did research on different countries. We learned math with George. He is the greatest. Some of us learned computers with Miss Terry. We learned about synonyms and antonyms from Alice. Our favorite subject was break time!

Some of us find coming here relaxing. It makes us forget our everyday problems for awhile and focus on other things. We also went to a computer workshop at Drexel and had fun playing with computers. One of our classmates, Cheryl Torres, won an award. It was great! LSH has helped us gain a respect for ourselves adn we are all grateful to the teachers, tutors, and everyone else who has helped us. Thank you all.

Drug Dealer

by Carmen Vega

Show me your gold and glitter.
I'll show you a heart of stone.
Eat your lavish meal,
Because we have evidence
of a starving child.
Cruise in your fancy car.
I'll show you a child in need.
While tear drops fall
from a mother's eye,
Keep showing your power
and feeling proud.
Because you have put a child in a casket.
But you see you have money.
Why Worry?

The Poem I "Felt"

by Elva Joan Wilkers

There once was a poem
I had read that touched
My heart, it spoke of
The sweet titania flower....
How it stood so beautiful among
The other flowers in the field.
I felt love and longing,
Sincerity and strength
Glory in my heart.
Yes, I remember
How the poem made me feel,
But I can't remember the words.

A Psalm

by Julian Syrkett

I got up early this morning
Feeling weak and tired,
Anticipating evil.
Life sometimes is very bitter.
Who said you can't taste
hell on earth?
Anguish has his resting
place upon me.
Resentment is knocking
at the door.
Should I respond?

There's Not Enough Time

by Joy R.

There's a world out there
I've got to see,
Feelings and thoughts
still new to me.
I can live a lifetime
and never know,
All the splendid things this
world has to show.
There are mountains
I will never climb,
For life is too short
and there's not enough time.
Not enought time for me to do,
All the things I want to.

Fun With Geography

Alice's Tuesday and Thursday morning class has been studying geography and researching different countries. Recently they discussed two different views of Antigua, an island in the Caribbean near Puerto Rico. One view was from a pictures in a travel book and the other was from a story written by a woman who lives in Antigua.

They wrote the following stories describing a fantasy trip to Antigua:

"I would love to have a house on a sandy, white beach where you could relax with a good looking man and have a romance with expensive wine under the palm trees. I would watch the sunset and the boats going by. Then I'd take a refreshing swim in the cool water and have a good time." (by Diana, Joan, and Rafaela)

"On our honeymoon we went to the beach. There were lots of palm trees and tropical gardens. There was also a lot of sand. We went on boat rides and swimming. The scenery was beautiful. There was also a beautiful sunset." (by John and Geraldine)

Year in Review:

The Gaudenzia New Image/PeopleWith Hope Class

Gaudenzia New Image is a program for people recovering from addictions. This year we have had Adult Education classes since October. Other students come from the Gaudenzia People With Hope program to attend. Here are some comments made in class on this school year: "I've been refreshed on math skills I thought were gone." "I've become a part of something that has nothing to do with drugs." "I've become more comfortable doing schoolwork." "I've learned responsibilities." "I've learned self-acceptance." "I've learned how to do a lot of math." "I helped to deliver a baby." (but not in class!!!) "I have a lovely teacher who helps us all when we need it."

Seven members of our class have moved into re-entry. This means that they have completed a year in the program and have moved out on their own. They are Lisa, Tracey, Deavie, Donna W., Sylvia, Cheryl, Edna and Marcia.

My City - "Philadelphia"

by Margaret Rondeau

I have a passion for Philadlephia. I was born and raised here. I have been to a number of other states, but I always come home to Philly. I have to say I have watched my city change from something I was proud of into something very frightening.

There are people being murdered daily. People live in fear for their lives, but still this is my birth place. I think a lot of this is due to drugs. I don't know how exactly, but drugs must be removed from our society. I am a recovering addict and this is my dream: for our children to be able to live, not die senselessly over something they have no control of.

I can remember when I was a child, there were so many fun things to do downtown; there was always something happening. My favorite was the string bands every Tuesday and Friday night. We would walk everywhere we went and we never once worried about being robbed or mugged or someone trying to sell us some drugs.

I still love my city and I still have a dream that my city will someday return to the way I remember it.

Drugs and Teenagers

by Tina Morrison

What I feel about teenagers on drugs. There's no doubt that it is a crime in itself. It's really a shame that the kids these days have to be exposed to all of this, but, what can be done? Because crimes are up, so more and more kids are being exposed to all of this.

If the kids would get involved more in school or church programs, they could get their minds off of the streets. Then they could get on the right track and put their live's back together. The way I look at it is "If there's a will, there's a way."

I know it's not only the kids who get drugs from other kids. It's the parents, too. The parents should get involved with their children and other parents. They should get involved in what's good for them, not bad. I think if more and more parents would contribute to their kids, the drug problem wouldn't be so bad.

Year in Review:

ESL Class at Centro Pedro Claver

We are happy with our teacher because our class learns a lot of things because everybody understands her. We appreciate our teacher. This year Lydia feels very happy because soon she will be a grandmother of three babies. Magdalena is going to be so happy this year because it is her son's graduation. He already took two city-wide tests and passed. He is an intelligent child. Anna was very happy on Mother's Day because she had a good reunion with her family. Vilma is very happy because she met many people in the class. Aida learned very much English in this class. Limary was happy when she went to Puerto Rico. Gladys is appreciative of her teacher and glad to learn English. Elba was relieved when the doctor told her she was healthy. It was a good year for everybody.

Year in Review:

Tuesday/Thursday 6-8:30 ESL class

Our class is to learn English - to speak, to write, and to read English. The class has people from different countries - Greece, Albania, Mexico, El Salvador, Vietnam, West Africa, Puerto Rico, and the Dominican Republic. This year Effie was very happy because her father came from Greece and stayed for three months. Maria got a new grandson - healthy and lovely. Abibe is a grandma. Phuong says "The first day I went to English class, I didn't understand everything. Now I write, read, and speak more English." Anna Maria is very happy to meet new people from different countries and she improved her English. Eduardo says he is happy because he's been to English class. For Daniel a baby is coming. Daniel says, "I like sharing with persons of different cultures and religions." Njazi is happy to live in Philadelphia. He works in a factory as a mechanic. Aracely is very happy. She was in her country for two weeks and brought her daughter to the U.S. Mamadou is very happy. He says, "I would like to thank this program because when I first came, I couldn't read or write. But now I'm getting better." Everybody agrees we had an excellent and nice teacher.

Year in Review:

GED class at Episcopal Hospital

by Jacqueline Mitchell

My first year of the GED class has been a wonderful experience. I've learned a lot since I've been in this class. This class has refreshed my memory of the past work that I have had and forgotten in public school. Oliver has been a great inspiration and a great teacher. I'll remember all the things he refreshed me on when it's time to take the test. The teaching of this class has been based on six subjects. The subjects are Reading, Writing, Math, Literature, Social Studies, and Science. I'm looking forward to the rest of this wonderful experience until the end of class.

My plans are to complete this class and become a successful working parent in society. I will take up a trade after I graduate and finish this course. My trade will be based on Data Processing. I'm sure that what I have learned will come in handy when I go back to school. For me to complete these plans will give me a good feeling.

Year in Review:
Looking Back to Our Year in Peg's Class

"Walking up those horrible steps!" "Pat's cough." "Work." "Will I have a chair to sit on?" and most of all, "the idea of learning something new", "understanding it completely", and "graduating." These are our first thoughts as we walk in the door to school.

"Uh huh! Yeah, yeah!" That's Peg, holding her metal mug of coffee and beginning to get down to the business of teaching. "Peg, the fun professor," with the contact lens that "pops in and out," Peg, "an excellent talker," "smart and witty," "a hard teacher, but one who gives excellent advice." We all have our own ways of describing her. All agree that the is best remembered with a smear of chalk across her back, though, and in our own ways we all know her to be "very open-minded, wanting her students to learn and understand the learning process."

We've learned a lot. Memorable things include: "learning to speed read by using a card or ruler under each sentence, toothpick math and decimal blackjack, all about menopause and hot flashes, about the stock market, reproductive genes, and the solar system, how to read maps and identify where our houses are, the difference between mean and median, and who writes poems." "I always hated math", one of us admits, "but thanks to my tutor, Nancy, and my teacher, Peg, I am now able to comprehend more."

It's not always easy coming to class. One of us, "works all night and is tired," and all of us have many outside responsibilities. "When I first came to class I felt so out of place, and when I first met with my tutor I couldn't understand her much either." We try not to let our personal problems interfere, even when we've just broken up with someone we care about.

All of us, though, share goals and personal ambitions. We want to pass all five tests and graduate, go on to college or training school, nursing school, computer science, and one of us wants to learn foreign languages and to travel to different countries.

Some of us are graduating and some of us will still be here. In the best of times (and the worst), it has been an experience worth looking back on.

Childcare Update

by Roseann Vennera

The last few months have brought many new faces into the childcare center. In addition to this, we have been celebrating the arrival of spring with a number of different activities. Some of the activities have included planting pumpkin, flower and grass seeds. This has given the children the opportunity to discover where plants come from and what is required for their care.

Another addition to the center are our new gerbils TJ and Wild Thing. The kids love spending time watching the gerbils and it has given them the chance to watch the various behaviors demonstrated by these small animals. Our plans for the future months are to provide the children with continued exposure to the world around them.

Dear Abby

Dear Abby,

I am 28 years old. I am having a problem with my husband drinking. I can't deal with it any more because I explained to him that I grew up with two alcoholics.

I went to see him yesterday because it was our first anniversary and he didn't say anything to me. It wasn't like he forgot, because we got married on our daughter's first birthday and now she is nine years old.

Abby, if you can, tell me what I can do.

Signed, Confused

Dear Confused,

No one can really tell you what to do. This is something you have to decide for yourself. It really seems like you really care about him. So, my advice to you is to see if he would agree to seek professional help. People with alcohol problems often need professional advice.

About your anniversary, ask him why he didn't say anything to you about it. It's important for you to tell him how you feel also.

Communication is the key word. This is the important step to make relationships work.

Dear Abby,

I'm confused because I'm having mixed feelings. My old boyfriend dropped me like an egg. I met this new guy and he's sweet to me. I'm confused because I'm still having feelings for my old boyfriend, and then again I don't like what he has done to me. I followed him from another city to get married, but he dropped me. My new friend is trying to get me to trust him, but I don't know how. What am I to do? I had a home with Section 8 until he did this and now I'm in a shelter. I feel real dumb.

Sincerely yours, Hurting and Insecure

Dear Hurting and Insecure,

My suggestion to you is to pray. You're the one who put yourself in the mess that you're in. Nevertheless, stay at the shelter until you are able to get back on your feet. Don't get overwhelmed by what happened to you. Just let the predicament "keep your memory green" so that you don't allow it to happen again.

Dear Abby,

My friend has a daughter from his previous relationship and I have a daughter from him. They finally met on Saturday April 17th. I would like to get to know his daughter and have her as a part of my family. He doesn't see her like he should, and I try to tell him to take care of her. But, to no avail. What else should I be doing, if anything?

Sincerely, Caring in California

Dear Caring in California,

As an adult, he should take responsibility for being a parent to this other child, but if he doesn't, there is not much you can do. The child doesn't live here or close enough to really force the issue, so forget about it. He should come around. Just be concerned about your child and if he is treating her good and being a good parent to her. If not, get out of the relationship.

Dear Abby,

I have two friends that I like very much, one I feel very attracted to, the other who is just a very good friend. I am very caught in the middle. I don't know who I should be with. Both men like me and I like them. We write and call each other. What should I do?

Sincerely, Distracted and Confused

Dear Distracted and Confused,

I truly understand how hard it is for you to make a decision between these two male friends in your life. All women (or at least most) have crossed that bridge at least one time in their own personal life.

To answer your letter is for me to say to you that you only get two choices in your life: either you keep both of them as friends only (with no sex involved) until you make up your mind, or one becomes your main man and the other becomes your best male friend.

A relationship of trying to love two sure ain't easy to do. (It's also a title of a famous love song.) Someone is bound to get hurt sooner or later. In the sincere, distracted and confused world that we live in, look at the reality of this love and realize that real love doesn't make you feel what you signed at the end of your letter. Ask yourself this question: which one makes you feel wanted, needed, cared for?

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